

Rescue scenarios

The national centre for the curriculum proposed by John Tomlinson on page 11 as an alternative to Sir Keith Joseph's new Curriculum Development Council, is just one of the scenarios being worked on by friends of the fated Schools Council.

The first and most extreme of these scenarios is only put forward by a handful of wishful optimists and is of the "it-may-never-happen" variety. This is the Falklands option and I am sorry to say depends on national disaster, which could lead to last-minute rescue for both the Schools Council and Galtieri.

According to this story-line, chaos in the South Atlantic could lead to a General Election and a new Secretary of State before autumn, who might be disposed to reprieve a Schools Council which had rapidly slimmed itself down on Trenaman lines. It is fair to say that there are probably only about two people thinking this wishfully.

Scenario number two is closer to the Tomlinson idea and in line with Nancy Trenaman's view that what the Government really cares about is getting greater control of the examination system, the plans for the Curriculum Development Council being lower priority, lower key, and frankly half-baked.

Enter once again a reformed Schools Council on a crash-diet, which the i.e.s.s. (or some of them) might prefer to put their money in, and the teachers prefer to cooperate with. Such an alternative curriculum council may be on the agenda for the Schools Council trustees at their meeting today.

After the sudden nature of last week's decision - conveyed dramatically to the Council's Secretary in a sealed envelope delivered by hand at 3.30 on Thursday at the same time as the announcement in the House of Commons - it does now look as if the dismantling process is bound to be long-drawn out, thus giving plenty of time for lobbying and revision (or even a General Election).

One of the constraints will be the appointment of chairmen and secretaries for the two new quangos, and the secretaries' jobs will presumably have to be advertised once their roles have been consulted over and defined. It seems likely that their rank and salary scale will be set at

Break

Assistant Secretary level, in line with the Further Education Curriculum Development Unit, which would be one of several reasons why John Mann, the present Secretary of the Schools Council, might not wish to apply.

His present post is at Under Secretary level, which should perhaps be borne in mind when considering Deputy Secretary Walter Ulrich's slightly conflicting comments in evidence to Mrs Trenaman that the appointment (and the pool of applicants) had been constrained by the level of salary available, but also that the Council required "competent, loyal and submissive staff."

If the new secretaries have Assistant Secretary status, they should be prepared to take instructions suitably submissively from the Under Secretary in charge of the schools branch. In any case there should be less division of loyalties in the DES-appointed Councils. As Mann points out: "I am accountable to the Council acting corporately, not to any one part of it. You can manage without the DES and i.e.s.s., but you can't make any progress unless you take teachers with you."

Public performance

Meanwhile, over at the Assessment of Performance Unit they are keen to take up dissemination where the Schools Council left off, or preferably further along the line.

The unit has been alive now for nearly seven years, and producing reports for several of them, but it has to be faced that not every teacher in the land has a clear idea of what it is doing.

It seems unlikely that many classroom teachers have bought the reports on mathematical development, language performance and science (which are priced at £5 upwards). In theory, every school gets a copy of a shortened version through the i.e.s. network, but the odds are that that lands up in somebody's cupboard.

So the APU has decided to publicize itself. This week it published the first issue of its own Newsletter, edited and designed within the DES with stylish green headlines and on thick cream pages, to tell the story.

It will be published each Spring and Autumn, and around 65,000 copies will flood into schools and institutions to bring teachers news of current work, future publications, conferences and meetings.

Miss Jean Dawson, the civil servant who is administrative head of the unit, says she hopes that "presentationally, it will look nicer and chintzier" than the usual reports. The first issue has certainly done quite a cosy job of personalizing the management group, with pictures of the team - and such familiar contributors to these pages as Tom Gorman, Wynne Harlen and Derek Foxman - as well as displays of suns from the survey responses.

Jean Dawson's opening message asks for suggestions, comments and queries from readers, and she emphasizes: "We're serious about that paragraph. It has to be two-way communication."

If the newsletter doesn't turn up in the classroom, it is available, free of charge, from the APU at the DES, Elizabeth House, York Road, London, SE1 7PH.

Stranger on a train

Sir Keith Joseph, like Mr Norris, has strange encounters with trains. At last week's adult education conference at Warwick University, he told the audience how he had once missed his connexion and the obliging station master said he would stop the next train specially for him.

"It was full of the type of people I had never encountered before - railway enthusiasts who were so keen they had actually chartered their own train," he said.

Sir Keith then went on to extol the virtues of enthusiasts among which he included adult educationists, and paid his "awed respect" to the variety of human fulfillment - this great surging, prolific, pulsating variety of human activities that go on in this country.

Yet another variety of experience lay in wait for him. The late-running 4.10 from Coventry was packed to the seams - standing room only. Sir Keith, to his eternal self-effacing credit, turned to the lady from the DES, and said: "Suave qui peult! See you at the other end!" leant on the corridor wall with his back to the other, more disgruntled passengers and buried himself in the pages of one of our sister supplements.

The ticket collector later found Sir Keith a seat in his claustrophobic cubby hole next to the kitchen. And the train was 45 minutes late.

Thoughts of the Duke

On education: "Learning against a background of no experience means that there is no way of assessing the importance or the relevance of what is being taught."

On sex education: "It is rather a sad commentary that of all the functions of our bodies, the only one that schools feel worth bothering about is the reproductive system."

From *A Question of Balance*, by the Duke of Edinburgh, to be published next month by Michael Russell, £5.95.

Next week

■ Nursery versus playground: new findings suggest nursery classes are best for working-class children.
■ Drawing up schools: an accountability trip: say schools should show their best by nothing shady going on. A Surrey first school shows how.
■ The criteria revolution.
■ John Dancy on Arthur Marwick's *British Society Since 1945*.
■ Extra Resources for learning.

Personal column

Ted Wragg

School for vandals

Ladies and gentlemen of the jury, you have found the four accused guilty of riotous behaviour, and it is now my duty as judge to pass sentence upon them. Before doing so, I should like to thank you on behalf of the court and discharge you from further jury service for seven years.

Riotous behaviour is a very frightening event, and the four accused terrorized both the staff and pupils of East Swinshire Comprehensive School in an orgy of violence and destruction for two whole days. In some parts of the school not a window was left unbroken.

We have heard from witnesses called by the defence that the accused come from good families who cannot be blamed for their behaviour. Indeed the mother of Michael Elkington, the ringleader of the four, went so far as to blame the teachers for the appalling behaviour of her son. I must say, however, that I found her statement that he had been watching teacher union conferences on television a quite inadequate explanation of his appalling behaviour.

The defence counsel himself also put forward the plea in mitigation that it was the teachers of East Swinshire who were responsible for the wild behaviour of the accused. This argument was based mainly on the graffiti which Michael Elkington had spray-painted on classroom walls with an aerosol paint can.

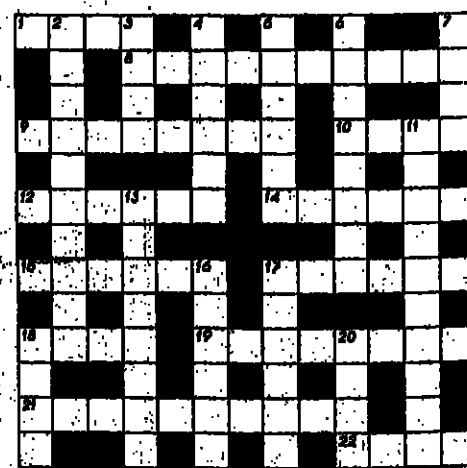
You will recall that "Tranter has only been on a day trip to Calais" and "Tranter falls asleep in lessons" and "Tranter was in the modern languages room." We were all deeply moved by Mr Tranter's testimony on the difficulty of affording both a family holiday and anything more than an occasional Sea-speed hovercraft awayday on a scale four salary. Equally we cannot dispute that the effect of repeating endlessly "Il est dix heures et le soleil brille" to disaffected adolescents in a darkened stuffy room is bound to be soporific, but offers no justification for Michael Elkington and his three accomplices stapling the current *Times Educational Supplement* with all the French posts ringed in red to Mr Tranter's copy of Whitmarsh.

Indeed, as if that were not enough, the four defendants' malicious swapping around of all the handsets in the language laboratory, so that the teacher would find the pupil in booth 13 answering when he tried to monitor booth 14, has led to a complete nervous breakdown for a complete nervous staff, some of whom are now chanting irregular French verbs incessantly in the local annatorium.

Michael Elkington, you and your three fellow accused have been found guilty of riotous behaviour, and it is my duty to pass sentence upon you. I think it is too good for you, just because you are young, to let you off with a fine. I agree with the Burnham Committee that there is no reason for the handing out of a large comprehensive sentence and his three deputies to behave in this way. I sentence you to indefinite playground duty.

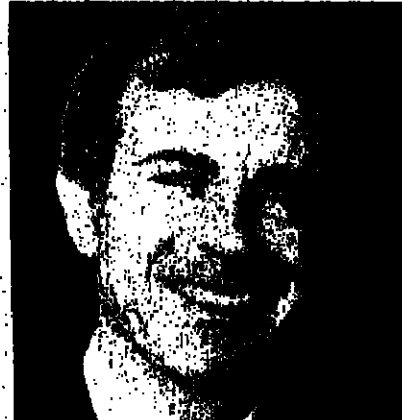
by Rufus

TES Crossword No 48



Across
1 An addition to Eastern part of a church (4)
2 Early form of rock music (6,4)
3 A ship in which sherry was served (8)
4 A half left in the water (2)
5 You may have a nap on (4)
6 If people are not to be redistributed is required (6)
7 Do some relief work (4)
8 Sad reminder from the war (6)
9 I'd be behold in retrospect (4)
10 Age 13 down (4)
11 Clog rid of in sale time (6)
12 A jerk from America? (4)
Down
1 Made an official announcement in favour of decimal conversion (10)

Drumbeats from the distance



Trevor Fisk today

At the turn of the year, this column offered one of those seasonal "Where are they now?" investigations, tracing the subsequent careers of former national leaders of 1967. Since most of them are now starting in television, the SPB of Labour Parties, they were not particularly difficult to trace.

Only second-hand reports were available, however, about Trevor Fisk, who was NUS secretary in 1967 and president the following year, before being ousted by Jack Straw when the students swung sharply to the left. Though he went on to become a Labour councillor as well as embarking on a business career, Fisk was already too much of a collar-wearing man to suit the revolutionary

Rumour had it that he had since made good in the medical business in the United States, but insufficient corroboration was available to satisfy the rigorous checking standards of this page.



and as NUS president in 1968

Virtue is now rewarded in the shape of a letter from Trevor Fisk himself, on the headed paper of the Cooper Medical Centre. The pages of January 15 has reached darkest New Jersey, he writes, "I am the ninth person in your review of student leaders of yesterday. Following several years in senior management with British Steel, I became in 1973 a Sloan Fellow in Management at MIT before emigrating permanently to the United States where I am Executive Vice-President of a large medical centre. Of the nine of us whom you mention in a short drumming, I have found where they play my kind of music."

NUS old boys note James Charles Clarke, the students' president a decade later, is to be found marching by the left to his drummer on page four this week, writing as a Labour councillor and research assistant to Neil Kinnock.

Educational Supplement

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Maintenance allowances considered

Biddy Passmore

Education ministers are considering local maintenance allowances for people who stay at school.

It arises from concern that the £28 grants under the Government's £1 training programme.

MSC's recommendations - to say that young people remain eligible for supplementary benefit if they do not join a firm - have been signed by the Education Secretary, Mr David Young, and the Education Secretary, Mr David Young, and the Education Secretary, Mr David Young.

Mr Keith and his deputy, Dr Boyson, are both worried that that level would make a gap between those who choose to stay on at school or in college and those who have left their local education authorities.

Derbyshire set to fight fall in morale

by Julia Hagedorn

The Derbyshire advisory service is so worried about the quality of teaching in many of its inner city primary schools that it is poised to send in a team to rebuild staff morale.

In a confidential circular to Mr John Evans, Derbyshire's director of education, the advisory service paints a sombre picture of teachers with low morale, limited horizons and low expectations of their pupils, an increase in disruptive behaviour even at primary level, pupils who are poor in the basic skills and, often, schools with a limited curriculum and repressive regime. "Head teachers, too, are increasingly under stress," it says.

Many of the problems stem, the circular says, from "inadequate homes which lead to children appearing unkempt in school, an increase in emotional disturbance and social maladjustment... and a lack of language support, both oral and written, in the home."

The circular points out that many attempts have been made in the past to help the schools, including additional staffing and the designation of educational priority areas. But, it says, these measures have not proved sufficient in all cases.

"Quality is as important as quantity in terms of staffing," it says. "It is important to raise the expertise, performance and, above all, expectations of all staff in these schools."

Eight inner city schools - four infants paired with four junior - have been chosen for the pilot study. Advisers and advisory teachers will be going into the schools as soon as possible to work alongside staff to pilot methods of curriculum develop-

ment and in-service training which may later be applied on a broader scale to other schools.

At the same time, individual members of the advisory service in both primary, secondary and special education and the school psychological service will review the position from its structural, social and educational aspects.

The number of schools in the pilot survey is being kept deliberately small so that the project can be completed as soon as possible.

Mr Evans told *The TES* that Derbyshire did not have another Toxteth on its hands: nothing was going to explode. "But," he said, "the level of many schools is low and miserable and under-achieving, and they need a lift."

He explained that teacher morale had fallen gradually over the years because of the multiple difficulties faced in those schools in terms of the children's backgrounds, falling rolls, and disruptive behaviour.

"We want to encourage a fresh start and a new attitude," he said. "Questioned as to why these problems had not been picked up earlier by the advisory service, Mr Evans said that the restructuring of Derbyshire's advisory service in 1978-9 with specific advisers for the primary and secondary sectors, meant that they were able to recruit a significant number of primary advisers - six - and this restructuring had given him better intelligence of what was happening in the schools than he had previously."

"Our schools are not terribly at risk if we act quickly," he added.

British prep school children sing their allegiance to the Argentine flag in one of the country's English schools as tension mounts for the British community in Argentina. More details page 3. Picture: Martin West (IFL)

Labour favours revival of Schools Council

A Labour government would make substantial changes to the proposed quangos for the curriculum and examinations and might move back to a single Schools Council, it was revealed this week.

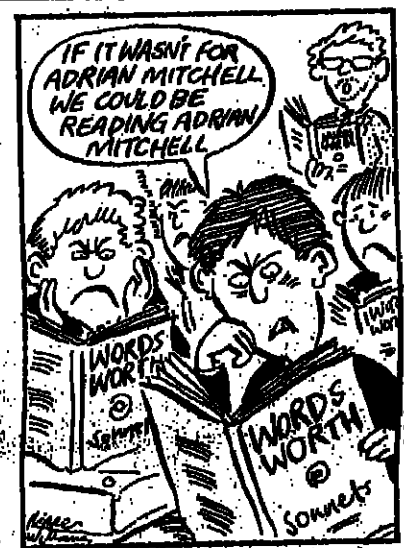
Mr Neil Kinnock, the party's chief education spokesman, was commenting on government plans, disclosed two weeks ago, to wind up the Schools Council and replace it with two separate nominated bodies for examinations and the curriculum.

He said there was a strong case for a single body with the emphasis on curriculum development. But the first priority would be to replace the nominees on the two bodies with representatives of the interested parties.

"We think that membership entirely within the Secretary of State's patronage is not satisfactory and couldn't secure the necessary level of acceptance by teaching staff working in schools."

The other priority, Mr Kinnock said, would be to make high quality curriculum materials more widely used. "When the Schools Council material succeeded, it succeeded brilliantly," he said. "We want to see the best made conventional."

The Government's decision to disband the Schools Council was taken in defiance of the views of Her Majesty's Inspectorate, according to HMIs' evidence to the Trenaman review of the Council, which has been obtained by *The TES*. It said the council should be streamlined at its priorities more sharply defined, but pointed out the virtues of a single body.



Mr Mitchell said that if teachers wanted to assess a child's understanding of poetry, they should simply ask him to "read or sing" a poem he liked.

Mr Anthony Adams, chairman of the National Association for the Teaching of English, said Mr Mitchell was a better poet than educationist.

He pointed out that examination papers were not subject to the law of copyright so teachers should not feel inhibited by the poet's strictures. Mr Adams said it was important to differentiate between the curriculum and examinations. Mitchell, he believed, was valuable for stimulating children's interest in poetry.

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Platform

Tom Marjoram, HMI, makes a case for chess on the curriculum
Perfect balance between freedom and control

Chess has a long and interesting history, probably beginning in India. It has inspired an enormous literature, including some very scholarly work—such as the standard work in English, *History of Chess*, by H J R Murray (Oxford 1913).

There are similar standard works in many other languages and many lesser ones going back to Thomas Heywood's study in 1601. The game has been known throughout Europe since the eleventh century.

Since the famous match between Morphy and All in 1858, the rules have changed a little, though the 8 x 8 chessboard has remained the same. The game has become more popular and has become more mobile.

The chess game captures the imagination of many children. The way in which the game improves as a result of changes is a rewarding study in itself. The rules of the game are quickly learned by children of all abilities. It is possible to engage in an interesting struggle at many different levels from the simple obvious piece swapping to the most sophisticated exercises in subtle combination play which can be seen in the games of really promising young players.

Chess is not an expensive game to play and sets which are aesthetically pleasing may be obtained at relatively modest cost.

Chess is, above all, an activity. Even when studying the games of a master or working through the variations of an opening or solving a "two move" problem, the board and pieces must be handled. Few of us can manage blindfold chess or dispense with a set when reading the subject. Maybe this continuous interrelation between practical and abstract, accounts for the rapid progress seen in children who have become really interested in the game.

Perhaps it is this which has prevented the adoption of chess into the school curriculum. It is not a "game" by the PE teacher's standards; whereas it may have been barred by teachers of academic subjects such as history, mathematics and art, because of its very association with "play", "chance" and "relaxation".

Inter alia, these notions may have given chess its present popularity as a non-school subject. The British Chess Federation is as active now as at any time in its history. Chess publications sell better than most other recreational books and it is one of the few sectors of the publishing market which has recently expanded.

Most towns have some form of chess club. The BBC has a regular series, *The Master Games*. Grandmasters are far more accessible than ever before; it is no longer difficult to get a board in a "simul" against players like Larsen or Harston. For the first time, there are more Grandmasters outside Russia and Central Europe than inside; we have more than ever before in this country. As to future Grandmasters, our promise is even more remarkable.

Chess is not a school subject in England, but it does appear on the curriculum of a few Soviet schools (TES April 23). However, few schools are without a chess team and a handful of competent staff or student players. Of course, it could be that the best purposes of chess are served by keeping it out of the curriculum and reserving it for precious private leisure hours.

After all, Huckleberry Finn very wisely refused to allow his schooling to interfere with his education so maybe chess should not be subjected to a takeover bid from the schooling industry. If it were, done without proper teacher training, the effect might easily be counter-productive. At any rate, it is worth debating theoretically—one reason for writing this paper.

If the case for inclusion is to be made, seriously, history, cultural associations, stable economies of time and provision, and current popularity do not themselves justify chess as a school study. Equivalent claims could be made for, say, stamp collecting. Weighing arguments are necessary.

The medieval school curriculum of trivium was based on Grammar, Rhetoric and Logic. Higher education branched out into the University Quadrivium of Music, Arithmetic, Geometry and Astronomy.

Under different names these programmes still form the basis of excellence of our school curriculum and it is the logical and aesthetic aspects of the core that chess is peculiarly well equipped to reinforce. Chess without a doubt has become, unaided by academic, a great body of knowledge and a highly systematized study in its own right.

It would not be difficult to construct a detailed syllabus or programme of study proceeding via the basic moves; the better known classical openings such as Ruy Lopez, Four Knights, Guoco Piano, Queen's Pawn, English and so on; defences such as the Sicilian and Indian; sacrifices and gambit openings such as the King's, Queen's and Danish gambits; end games, standard mates with Queen or rook or bishop and knight, pawn promotion; and middle game combination play, pins, and so on.

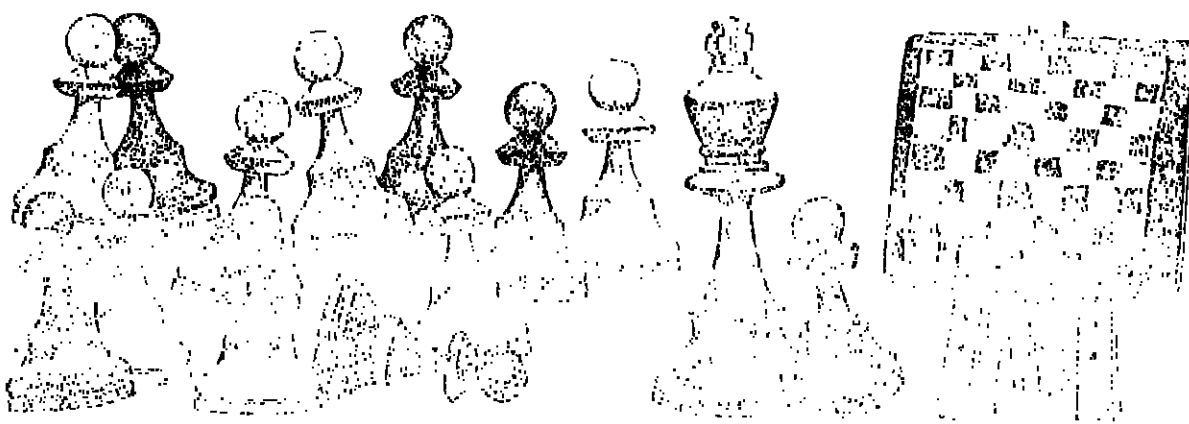
Recent international successes by our leading chess-masters have been achieved largely by those who have graduated not more than four or five years ago from the testing grounds of junior chess.

It has to be admitted that in the field of junior chess we are, and have been for some time, the envy and the admiration of the whole chess world. Not for nothing has the world champion, Anatoly Karpov, on being asked about likely grandmasters who may challenge him for the world title, mentioned the rising young school of British chess and, specifically, John Nunn and Tony Miles, the one having been a former European junior champion and the other a former world junior champion.

In the bringing on and development of these players and such grandmasters as Michael Stearn and Raymond Keene, who also played in the 1975 British Schools' Chess Tournament, this organization has played a most important role. It is quite certain that a large proportion of our best chess players have played at one time or other in these events.

That the playing of chess should be popular in our schools is of benefit to the schools themselves since the playing and practice of chess provides excellent training for the mind both as regards powers of concentration and the art and practice of logical thinking. When the Second World War broke out a chess Olympiad was in progress at Buenos Aires. Of the British team of five no less than three members became code-breakers at Bletchley Park, the last CHOD Alexander, Sir Stuart Milner-Barry and myself.

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Arrangements are already in progress to send out invitations to some 5,000 schools throughout the United Kingdom for next season's event. The entry forms must be in their hands by May 15.

There were 26 zones in the 1981-82 tournament and the winners of these were: St Mary's Christian Brothers Grammar School, Belfast; St Peter's School, Glasgow; Royal Grammar School, Newcastle; Manchester Grammar School; A' Team Bradford Grammar School; Leeds Grammar School; Bluecoat School, Liverpool; Alsager Comprehensive School, Stoke; Queen Mary's Grammar School, Walsall; King Edward's School, Birmingham; A' Nottingham High School; A' team John Fernelly High School; Melton Mowbray; St Michael's School, Stevenage; Abingdon School; A' team; Sir Thomas Rich's School, Gloucester; Penglase School, Aberystwyth; Bristol Grammar School; Plymouth College; St John's School, Portsmouth; Harvey Grammar School, Folkestone; Dulwich College; Sutton Manor School; A' team; St Paul's School, London; Royal Grammar School, Weymouth; Haberdashers' School, Epsom and St Martin's School, Brentwood.

One of the most successful schools, Dulwich College, which has won the championship three times, is already through to the second round of the inter-zonal stage, as is Bradford Grammar School. Last year's winners, St Paul's School, also won in 1975, 1978 and 1979. These two, along with King Edward's School, Birmingham, and Manchester Grammar School look likeliest to qualify for the semi-final stages of the competition.

A school that has already done well is the John Fernelly High School which has the youngest team (average age 13.9 years) left in the competition. The average age overall is 15.6.

The inter-zonal stages should be accomplished by the end of May and the semi-finals and finals will be held at the St Ernie Hotel in London on July 6 and 7.

Envy of the world

Harry Golombek, *The Times* chess correspondent, reports on the latest state of play in *The Times* British Schools Chess Championships, 1981-82.

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A total of 449 teams took part, somewhat less than that of the previous year when it was *The Sunday Times* Tournament. This decline in numbers was entirely due to the inter-annual gap between *The Sunday Times* giving up sponsoring the event and *The Times* taking it over. This left insufficient time to send out all the invitations.

Arrangements are already in progress to send out invitations to some 5,000 schools throughout the United Kingdom for next season's event. The entry forms must be in their hands by May 15.

There were 26 zones in the 1981-82 tournament and the winners of these were: St Mary's Christian Brothers Grammar School, Belfast; St Peter's School, Glasgow; Royal Grammar School, Newcastle; Manchester Grammar School; A' Team Bradford Grammar School; Leeds Grammar School; Bluecoat School, Liverpool; Alsager Comprehensive School, Stoke; Queen Mary's Grammar School, Walsall; King Edward's School, Birmingham; A' Nottingham High School; A' team John Fernelly High School; Melton Mowbray; St Michael's School, Stevenage; Abingdon School; A' team; Sir Thomas Rich's School, Gloucester; Penglase School, Aberystwyth; Bristol Grammar School; Plymouth College; St John's School, Portsmouth; Harvey Grammar School, Folkestone; Dulwich College; Sutton Manor School; A' team; St Paul's School, London; Royal Grammar School, Weymouth; Haberdashers' School, Epsom and St Martin's School, Brentwood.

One of the most successful schools, Dulwich College, which has won the championship three times, is already through to the second round of the inter-zonal stage, as is Bradford Grammar School. Last year's winners, St Paul's School, also won in 1975, 1978 and 1979. These two, along with King Edward's School, Birmingham, and Manchester Grammar School look likeliest to qualify for the semi-final stages of the competition.

A school that has already done well is the John Fernelly High School which has the youngest team (average age 13.9 years) left in the competition. The average age overall is 15.6.

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It was he who, according to the Board of Education, in 1944 while playing for one of the most dramatic conclusions ever met in play. Where the evidence of great play was also a display of simple logic.

Chess teaches reason and logic in at least two other ways. It teaches the art of bearing in mind the laws of the game. Why is it that certain positions are combinations of line, time and time?

How many of them are possible? Why is it that certain positions are combinations of line, time and time?

It is no accident that the famous World Chess Champion in 1948 was also author of *Regulation of Emotion and State of the Nervous System* (1949). He also wrote: "If acoustics was a science that informed the world about sounds, then music was an art that revealed the beauty of that world; and if logic was a science that revealed the laws of thought, then chess was an art that illuminated the logical side of thought."

But if some great chess players have "illuminated the logical side of thought" by their play, there are others, as different again who have left us some games that can only be described in terms of sheer holistic beauty.

The simplicity and perlocution of style of Morphy's best games and those of the musician Philidor will never be forgotten, nor will the staggering audacity of some of the forays and sacrifices of Tal (the youngest World Champion ever, at 23).

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DES puts forward scheme to ease burden on the rates

Sarah Bayliss

official document making the case for a separate education block in the hands of Sir Joseph, the Education Secretary, is an annex to the Government's Green Paper, *Alternatives to Education*.

The document has been drawn up by the Department of Education and will be presented to the House of Commons by Sir Keith Joseph, Secretary of State for Education, before a final decision is taken on the Education Bill.

The proposal, which has gained momentum in Whitehall while real alternatives to the rates have lost ground, will be raised at the Select Committee on the Environment in the next 10 days. The DoE has had more than 1,000 responses to the Green Paper as a whole, including fierce opposition to the education block from the local authority associations.

Meanwhile, Labour's parliamentary spokesmen on education are pursuing a plan which assumes a change in education finance but which they claim is intended to iron out unfair and unequal levels of provision across the country.

In February Mr Neil Kinnock, MP, unveiled his plan for nationally fixed levels of provision paid for from central funds. The levels would have the force of law. Recently he was challenged by the Labour group on the education committee of the Association of Metropolitan Authorities. Members told him it was dangerously centralist and would create pressures on local authorities to meet only the minimum standards.

Mrs Nicky Harrison, chairman of the AMA education committee, said this week that the idea had come "like a bolt out of the blue", the AMA's policy was totally against separate grants for services. There would be more talks with Mr Kinnock on the issue.

Speaking at the Socialist Education Association, Mr Frank Dobson MP, said that a strengthened and enlarged inspectorate would be needed to enforce the national standards proposed. If an authority persistently flouted the standards set, then HMI might have to be used as commissioners to take over the service in that area.

Instead, the total amount for universities should have been agreed in the normal way. From this sum a contingency fund should have been reserved for those institutions which had been specially hard hit by the rise in overseas fees. In distributing the rest the UGC should have imposed a uniform cut on all universities, leaving it to the governing bodies and academics to decide where to make economies. This was the only way the appearance of fairness could have been maintained.

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Sex bias claim confirmed by union

by David Lister

A claim that teachers give far more attention to boys than girls was supported this week by the National Union of Teachers' spokesman on the boys.

In a book published yesterday, Dale Spender, a lecturer at the London University Institute of Education, refers to tape recordings of lessons in secondary schools and colleges which show that both male and female teachers give boys about 60 per cent of their time. She discovered that she herself never gave the girls more than 42 per cent of her attention.

She points to other double standards. "When boys ask questions, protest or challenge the teacher, they are often met with respect and rewards. When girls engage in exactly the same behaviour they are often met with punishment and rebuffs."

Girls keep their hands up for longer than boys without getting attention and boys are allowed to get away with "insulting and abusive" comments to girls.

Mr Jack Chambers, the chairman of the National Union of Teachers' equal opportunities committee and the union's immediate past president, told *The TES*: "This totally confirms everything I have known about the stereotyping that goes on. When a male teacher comes into my classroom I sometimes find that he is chatting up the girls and talking to the boys."

She writes: "I would not want unequivocally to endorse single sex education for girls. . . . However (in single sex schools, girls) will not have to defer to boys. I would prefer to see women teaching women about women—at least some of the time and women assuming control and responsibility for women's education. But I will settle for a few sessions in a single sex group of girls where the topic for discussion is male dominance."

Invisible Women: The Schooling Scandal by Dale Spender, published by Writers and Readers Publishing Cooperative Society, £4.95 and £2.95.

Mr Riasat Khan, of Rawtenstall, Lancashire, is looking for a teacher who is prepared to give his 10-year-old son, Arif, "say two hours a week tuition, and go over his work". He would prefer a teacher qualified in all subjects, but experience of English and maths teaching is essential.

In return Mr Khan will give the teacher a year's free

Peace studies plan defended

by Nick Wood

Teachers pressing for the introduction of peace studies into schools this week rejected allegations made by Dr Rhodes Boyson, education junior minister, that they are simply a front for appeasement and surrender to totalitarianism.

Dr David Hicks, secretary of the 200-strong Peace Education Network, denied that teachers are planning to indoctrinate children into support for unilateral disarmament and pacifism.

Dr Hicks, who is director of the centre for peace studies at St Martin's College, Lancaster, said Dr Boyson was "misguided, superficial and extreme" in his denunciation of peace studies.

"Children should be in a position to make up their own minds about the problems of the world, of which the arms race and disarmament are just a part.

"They need to learn how to evaluate information and how decisions are reached. Boyson is saying people who raise these issues are socialists with a capital S, but I don't believe

it's true. It's wrong to pin people down to a political party - they are interested in peace for all sorts of reasons - humanitarian and religious for instance."

Dr Hicks added that the Government was apparently attempting to deny children an understanding of the major problems facing the world. But he said it would be wrong for teachers to "lay down the line in the classroom".

Dr Boyson, addressing Sudbury Conservatives last Monday, said peace studies masked an emphasis on appeasement and surrender to any totalitarian forces threatening our society.

"All people wish for peace, but real peace is not the absence of conflict, it is the creation of a free society which has the will to protect itself externally, and has the rule of law internally to safeguard individual freedom. It is not sufficient to chant peace slogans; it is necessary to be prepared to work for and to defend real peace.

"Left-wing peace studies in

schools, as suggested in Avon and Nottinghamshire - and elsewhere, could simply be an encouragement to lay down our arms and let anyone walk over us and destroy our society."

Dr Hicks was backed by Mr James McCarthy, education officer for the pacifist Peace Pledge Union. He has been running a peace studies course at St Veronica's School in South London for the past year.

He said it was important that the problems of the world should be discussed in schools but information should not be presented in such a way as to press children into accepting a particular point of view. In any case, such pressure usually backfired, he said.

Mr Peter Davies, deputy headmaster of Pimlico school in South London, and author of a discussion document on peace education, said schools were failing pupils by not offering a broader consideration of global issues. Children needed to know that violence was not the only way of resolving conflicts.

BEd cut advised for some courses

by Biddy Passmore

A shortened BEd to attract mature entrants to teaching in shortage subjects is strongly supported in the latest advice to the Education Secretary from the Advisory Committee on the Supply and Education of Teachers (ACSET).

The committee says that specially designed courses, with a concentrated year of study followed by a year in a school, might prove attractive to many mature people with special qualifications and experience in industry and commerce.

But while these courses are being developed, it recommends an extension of the present one-year certificate courses for mature entrants in business studies and craft, design and technology beyond 1983-84, the final date currently planned. It says this should be extended by two years to avoid "serious shortfall" in teacher supply, particularly in craft, design and technology.

In music, however, where the evidence on unfilled vacancies and recruitment to courses suggests there is no longer a shortage, it says the final entry to certificate courses should be in 1983-84, as planned.

The committee believes that shortened BEd courses provide a better training than the one-year certificate course. Some institutions have already devised such courses, it says, although none has yet admitted any students to one.

ACSET criticizes some of these new courses, however, for being too similar to conventional three to four-year undergraduate courses, respecting the boundaries of the academic year and making a similar distribution of time between academic and professional studies at college and teaching practice in schools.

Instead, it proposes that teacher institutions should work on two-year courses for mature entrants which would start with a more concentrated spell of college-based study - much longer than the conventional academic year - followed by a second year based at a school. If the i.e.a. were able to employ and pay the trainees during the school period, that might make it particularly attractive, the committee suggests. There would then be a short recall to college at the end of the teaching period.

The committee was agreed on the need for shortened courses but one member, Mr Fred Smithies of the National Association of Schoolmasters/Union of Women Teachers, said he was unable to agree to the extension beyond 1983-84 of the one-year courses for business studies and



Racing to raise funds

Teaching is the most popular occupation among the 18,000 runners taking part in Sunday's London Marathon - nearly 1 in 10 of the competitors work in schools and colleges.

Many of the 1,648 teachers will run for fun or glory, but for Mr Peter Hearn, aged 33, a physical education teacher at Kings College School in Wimbledon, the race has a serious purpose. If he completes the gruelling 26-mile course, he will raise more than £5,000 for Royal Marsden Hospital in London where his four-year-old daughter, Elisabeth, is being treated for neuroblastoma, a rare form of cancer.

The hospital is seeking to raise £450,000 to buy a whole body irradiation machine which will be used to treat children suffering from bone marrow disease.

But Mr Hearn will not be alone in his efforts. Two teacher friends, Mr Pat Lavery of Ruffish School in Wimbledon and Mr Hyndy Stockham of Latham Len School in Furley, have also been sponsored to raise money for the hospital. And Mr David Middlewood of Rushden Boys' School in Northamptonshire has been sponsored to raise money for the benevolent fund of the Secondary Heads Association.

Attendance certificate is sought

by Philip Venning

A motion calling for a school attendance certificate, the absence of which would mean a school leaver from social benefits, is to be debated at the National Association of Teachers' next month.

The Liverpool branch of NAHT will propose the motion at the association's annual conference in Bournemouth in June. The motion wants the Government to make compulsory for all schools to issue their leavers a certificate of attendance.

Any pupil who had been absent for at least 70 per cent of the academic year - not counting days for which medical certificates would be needed - would be ineligible for the first six months of unemployment benefits.

For the first six months of unemployment benefits, the certificate would be issued only to those able to produce a security payment.

Among the 79 other motions called for by the association are:

- The withdrawal of training from polytechnics and the creation of "centres of excellence" to undertake this training.
- The extension of the certificate of education to 16 years.
- Payments to teachers for supervision.
- A nationally agreed system by which incompetent teachers would be the first to be dismissed.
- A general teaching certificate for headteachers only.

Also sought are: The creation of a staff of qualified staff to manage administration; appointing authority officers, inspectors, advisers, who have had 10 years' teaching in a school; followed by a national review of the future of education; and a headteachers' salary of £10,000-£14,000 in 1983-84.

School checked

A Conservative peer has sought reassurance in his Lords that a London school being used for "subversive" by young Libyans.

The Earl of Kimberley, an entire premises of the school, Chelston, which was sold by the London Education Authority, being used for confirmation building did not have a diploma, ministry that the inspection new school by HMI would every single room and that it be inspected regularly.

Lord Elton, for the Conservative, replied that the building was not used for anything but fire precautions.

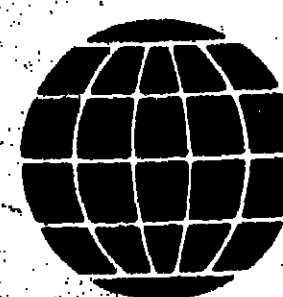
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Primary and Pre-school

Contract limit proposed to lead heads from the 'green pastures'

Head teachers should be allowed only a limited term of office in any one school. Mr John Evans, Derbyshire's director of education, told the conference.

"Is it sensible or fair for some heads to feed exclusively on green pastures while others face inordinate challenges over long periods of time?" he asked.

Mr Evans recognized that the idea was immensely unpopular with heads and he appreciated the problems involved. A renewable contract, he thought, might be too blunt but early retirement at 50 or a rotation of head teachers with protected salaries might be relevant.

He said that similar schemes could apply to other parts of the education service - including chief education officers.

"Three years ago I asked to be appointed on a limited contract but they refused because of a lack of imagination", he said.

Mr Evans also invited opposition by commenting that teachers' jobs were relatively secure and well-paid. They had done consistently well

Julia Hagedorn reports from the National Association of Primary Education conference at Stoke Rochford

since 1974 and had forged ahead of others in the education service. They also enjoyed considerable latitude - if not licence - in the exercise of their profession.

But he warned that teachers would have to accept a degree of invasion from outsiders. The Government's concern with the curriculum would not go away. The Department of Education and Science, he said, would be checking in 18 months to see what local authorities had done about circular 6/81 (on the school curriculum).

"It is important to get that initial policy right so that it does not constrain or constrain the schools in what they want to do," he said.

Big classes proving disruptive

Reception class teachers face great difficulties with disruptive children from family centres.

The head of a village school in Hertfordshire told the conference that there are favourable adult:child ratios in the centres of eight to one.

But when these children came into a reception class of 35 children they could be disruptive and difficult, she said.

The head, who did not want to be named, later told *The TES* that other teachers at the conference had experienced the same problems.

Although the children coming from day centres were a small proportion - in her school four out of the 35 - it only needed one to disrupt the class. The problems arose, she said, because many authorities counted the head in the pupil:teacher ratio. At the same time auxiliaries were being cut back.

This led to 35 children in a reception class and only one teacher in charge.

"They are putting these children into the schools as rising-fives because there are favourable adult:child ratios. But they are not giving us any help," she said.



The English primary schools' national under-nines team chess at Haslingden, Lancashire, was won by London "A" with 33 points. Birmingham with 26½ points were second and Manchester third.

This was the sixth championship and it attracted 24 teams. Several seven-year-olds took part and about a quarter of the girls.

The adjudicators were impressed by the very high standard of chess played. The championship was sponsored by Hestair Hope.

Hand signals teachers cannot afford to ignore

by Virginia Makins

Children should be encouraged to be right-handed unless they show a very strong preference for the left hand according to a recent magazine article.

At present some children may acquire a habit of left-handedness by chance, because teachers and parents are reluctant to intervene, says an article on dyslexia by Florence Pinkerton, clinical medical officer in a Belfast clinic.

In the article in *Early Childhood* she suggests that persistent ambidexterity can be a significant warning sign of later trouble with reading and writing - a warning that has been much neglected.

Other signs are speech problems, clumsiness, poor visual or auditory memory, confused conceptions of time and space, and a family history of trouble with writing.

If nursery teachers recognize signs

of possible trouble early on, Pinkerton argues, they can encourage children in simple ways that will help. Parents should promote the whichever hand seems most natural.

Clumsy children can be encouraged to choose physical activities they might naturally avoid. They can be trained to draw simple patterns starting at the top left and systematically moving left to right.

At a later stage the emphasis on teaching writing by the child's own interest in language can be balanced by teaching children to write letters in the conventional clockwise manner from the top left. Attention to these skills is particularly important for bright children.

Dyslexia under Seven, by Florence Pinkerton, *Early Childhood*, 1982.

Studies compare way infants and juniors practise reading

Infant teachers may get more out of hearing children read than junior teachers, if the findings of a detailed study of six infant teachers are anything to go by.

Robin Campbell, of Hatfield Polytechnic, has compared transcripts of infant teachers' hearing-reading sessions with the findings of *Extending Beginning Reading*, the important study of junior reading by Vera Southgate.

The Southgate study showed that junior teachers spend only 30 seconds on average when hearing children read. They often paid more attention to other children than to the reader. They tended to ask for literal decoding rather than reading for general meaning, and when children went wrong, they emphasized phonic "sounding out" as a strategy. They rarely used a reading session for interesting questions and discussion.

Almost all the infant teachers in Campbell's small sample did better on all these counts. They spent an average of four minutes 36 seconds on each session. The shortest session was over a minute, the longest nearly 15 minutes.

They did not correct mistakes when the children made good sense in the context. When a child hesitated or went wrong, they used a variety of strategies. Sometimes they suggested phonic cues, sometimes they supplied words, often they just got the child to read again and waited. The children's right second time.

Like the junior teachers, the infant teachers often had to switch attention to other children. But there were only one or two interruptions a session - the infant teachers simply called another name.

Often the teachers and children spent a lot of reading sessions about the book. The teachers tried to relate it to children's own experience, or talked round the book, making sure children knew and understood relevant words. Mr Campbell concludes that in infant classes the everyday practice of hearing children read is often productive and

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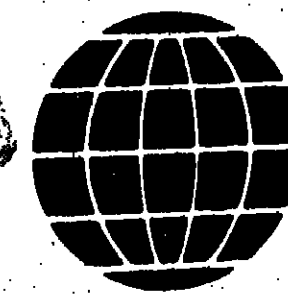
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Source of information - current 1982 catalogues



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Staff distracted by fears on redundancy

Staff were too anxious about redeployment and redundancy, Mr Len Marsh, NAPE chairman and principal of Bishop Grosseteste College, told the conference. The association had to make known its interest and concern in teacher training.

The next 10 years, were vital to primary education.

At present the Advisory Committee on the Supply and Education of Teachers was meeting to work out how to get 5,000 extra teachers into primary schools in 1985.

Mr Marsh said: "The Secretary of State is now receiving advice from the HMI and other sources and I am seriously concerned about the quality of that advice if I relate it to the quality and vision of those concerned in primary education."

It was no coincidence that the reduction planned for both postgraduate and first degree teacher training in the secondary sector and the increase in the primary sector was planned for the years up to 1985. These were the years when the extra

teachers would be needed in primary schools.

"The easiest thing for them to do with the drop in the secondary sector is to siphon it off into the primary," said Mr Marsh.

This would have a disastrous effect on training, he said. "A great deal of the training in PGCE courses is not adequate. We get by at the moment because of a small proportion of the teaching profession but if it becomes a larger part, we would not be able to cope."

Exam bias against working class

Britain's education system still discriminates against the majority of children, Mr Frank Dobson, a Labour Front Bench spokesman on education, told the conference.

"If we can't run an education system which gives proper opportunity to working-class children we might as well shut up shop," he said.

Mr Dobson exempted primary education from criticism, saying it had always been truly comprehensive and the most successful sector of the education system.

But he was scathing about the examination system which, he said, dominated the education service and was of no consequence to the bulk of children entering schools.

"Until we smash the stranglehold of university entrance there is no chance of getting a decent education system in this country," he said.

"Until we thrash out a curriculum which commands a consensus and



Frank Dobson comes up with a system of assessment or testing which can reflect the progress of children and make an assessment of the efficiency of schools at the same time, we will persist with a system that regards 80 per cent of the children that come into schools as of no real importance."

He called for a national system with national standards. It was indefensible, he said, to say that a child's chances in school depended on where he was born.

"Central government must say what needs achieving in each authority and local people must not be allowed to obstruct it."

Talking about Labour's priorities in the party were elected next time, Mr Dobson said that the first priority would have to be the education, training and employment of 16-19s.

He said that the Labour Party would demand parity of status in whatever option the 16-year-old chose to take up. The system, he said, must be equitable so that grants were at similar levels.

NAPE urged to fight for reform of secondary system

NAPE should speak out about the disastrous secondary school system, the conference heard.

Dr James Hemming, psychologist and writer, told the audience that they were happy to throw children into "the dragon's mouth" at the age of 11.

"You're too willing to see this slaughter going on. I hope now you've got an organization, you will find a voice to speak with and you will show that you are not prepared to let this go on."

He said secondary education might have been designed to destroy self-confidence in the maximum number of people.

Unless there was a radical change in thinking such a situation would

prove to be a national disaster.

"Education has to be profoundly transformed if it is to serve the future by preparing young people for this future."

Dr Hemming said that education was changing at a walking pace while tomorrow's world was coming towards us with the speed of an express train.

The huge discrepancy between education and life showed in the absentee rates of 20 per cent in some schools where children were voting with their feet.

How to handle incompetence

The difficult issue of what to do with an incompetent teacher was raised at the conference during a panel discussion.

Hilary McDonald, head of a middle school, said she would first try organizing the school to give the children a variety of teachers and the teacher support in the curriculum.

She admitted, however, that this would be difficult in a small school. "If the teacher was incompetent and the children were suffering and there was nothing I could do - and there is little you can do except cajole - when it came to the crunch I would take it to the governors."



Pupils in rural areas of Wales appear to be more qualifications-conscious than teenagers from the industrial valleys.

HMI says one in four leavers has no qualifications

Welsh pupils more reluctant to stay on for CSE exams

by Biddy Passmore

Fewer Welsh school children – compared with English pupils – are staying on to take CSE exams.

The wide gap between the proportion of unqualified school leavers in England and Wales is highlighted by a new paper from the Welsh Inspectorate.

In 1979-80, just over 25 per cent of Welsh school leavers had neither a graded GCSE result nor a CSE of grade 5 or better, compared with 12.2 per cent in England. But nearly all of the unqualified Welsh children had not attempted an examination, HMI points out. Only 1.5 per cent had tried and failed.

Welsh leavers also have slightly worse results than their English counterparts at the higher levels of attainment (5 or more O levels at grade A-C), although they used to do better. In 1979-80, 23.8 per cent of Welsh leavers reached that level, compared with 25 per cent in England. In both countries, about half of the leavers have got at least one O level grade A-C since the school leaving age was raised – with England against, slightly ahead.

The Inspectorate concludes that the disparity of achievement is clearly a phenomenon of the CSE rather than O levels. But it says the figures

are not sufficiently detailed to tell whether the gap grows wider with decreasing ability or is confined to the least academic pupils who tend to leave school early in Wales but take CSE in England.

The report also suggests that higher standards of performance may be required in Wales to get a grade 5 CSE than in parts of England. It notes that the proportion of candidates gaining unclassified grades in Wales is generally higher than in England (nearly 24 per cent compared with 11 per cent in maths, for instance) although a much higher proportion of 16-year-olds take the exam in England.

Within Wales, the Inspectors point to significant variations in exam performance among the eight Welsh L.E.A.s – and among schools within a single authority. They say socio-economic factors obviously play a part, with Mid Glamorgan, which has the lowest percentage of professional and non-manual workers, coming bottom of every league of attainment.

But socio-economic factors appear to be overwhelmed by a more fundamental difference of performance between rural and urbanized areas, they suggest.

The consistently good results

achieved in public examinations in the rural counties may reflect the more widespread retention of traditional values and motivation in the pursuit of academic qualifications which have been eroded in some other parts of Wales, notably the industrial valleys.

The Inspectors stress, however, that public examination results do not tell the whole story. Some good schools have deliberately avoided examination goals in devising courses for their less able pupils in years four and five which are educationally successful, they argue.

"The removal of a few pupils from the 'unqualified leavers' category might produce a statistical improvement in results," says the report.

While pointing out the dangers of making the curriculum too narrow and dominated by examinations, they also give the example of a school where non-examination courses were converted to Mode 3 CSE courses, leading to a new lease of life for the curriculum and a higher staying-on rate.

Public Examinations in Wales: Attainment at 16 plus, HMI (Wales) Occasional Paper, available free from the Welsh Office, Crown Buildings, Cathays Park, Cardiff CF1 3NQ.

In brief

Freeze hits AMA post

A temporary jobs freeze at the Labour-controlled Association of Metropolitan Authorities will affect the post of deputy secretary which has been vacated by Mr Lionel Plowman.

Mr Plowman, aged 58, deputy secretary since 1977, has been promoted to secretary to succeed Mr Tom Caulcott who is now chief executive of Birmingham city council. Mr Plowman has worked in local government for over 30 years.

The jobs freeze has been introduced while a thorough review of the AMA's staffing structure is made. The review was initiated by the powerful policy committee and three chief executives have been called in as advisers.

The chairmen of all the service committees whose officers may be affected by the review have recently been invited to take part.

Disabled course

A guide to specialist courses and facilities for disabled school leavers who want to continue their education is published this week by the London and Home Counties Regional Advisory Council for Technological Education. It gives details of contacts, college policy on admitting disabled students, and other possible problems.

It is available from the council at Tavistock House South, Tavistock Square, London, WC1H 9LR, £2.

NUT subs up

Full membership of the National Union of Teachers will cost £30 a year from January 1983 – a rise of £5 on this year's figure. The National Association of Schoolmasters/Union of Women Teachers hopes to peg its subscriptions at £27 next year, but its executive has been given power to raise this by £5 if necessary.

Technology pack

NALGO, the local government officers' union, has produced an education and publicity pack about the introduction of new technology in offices. As clerks, typists and filing clerks are likely to be the first affected by its introduction, women members are warned that they are particularly vulnerable.

16-19s guide

A compendium of sixth form and tertiary colleges, whose intake is 16 to 19-year-olds, has been published by the Standing Conference of Sixth Form and Tertiary College Principals and is available, price £4, post free, from Barnsley Sixth Form College, Huddersfield Road, Barnsley, South Yorkshire S75 1DS.

Language cash

Grants totalling £866,000 are being made available for Welsh language education projects in 1982-83. This is £72,000 more than last year. The grants will go to Welsh L.E.A.s and higher education institutions, as well as bodies like the Christian Education Movement in Wales, the National Language Unit and the Welsh Books Council.

L.e.a. 'mean' on capitation allowance

Teachers in Brent have accused the local authority of "downgrading" over capitation allowances which have not been inflated for the past two financial years. The local branch of the National Union of Teachers claims that a "taking exercise" last year has resulted in some schools being "penalised" for "housekeeping". They also claim that telephone charges are not included in capitation allowances. Last week the L.e.a. said a maximum of £100 had been doled out to capitation allowances of some schools which had "stockpiled" allowances. "Penalised is too strong a word – there have been some small adjustments," a spokesman said. He denied that the cost to schools of telephone calls was now being charged to capitation. Brent would continue to pay for phone rentals and had a budget for telephone calls.

Call for pool of lecturers' extra earnings

by David Jobbins

Academics stand to lose much of their earnings from the new scheme intended to get manual workers later this year.

They would have to be able to take outside work to university employment. Where permitted to undertake work at the university, 75 per cent of earnings would be pooled for the benefit of all staff.

Among other changes to be introduced is a new system of contracts put forward in a motion of principles to be discussed at the National Union of Teachers conference in London later this month, a minimum week of 30 hours would be required.

The principles, which call for the abolition of the University Grants Committee, and honorary degrees, would be put forward by NUPE's Leeds branch for discussion at the ties section conference.

The branch wants to form the basis of discussion on the labour movement's "democracy" for the union. On internal reform, it wants to see a new system of representation through elected representatives, all of whom should be made up of elected representatives, all of whom should be made up of elected representatives, all of whom should be made up of elected representatives.

Courts, councils and should be made up of elected representatives, all of whom should be made up of elected representatives, all of whom should be made up of elected representatives.

Each group would be elected in proportion to their strength on the works, and student representation would be the same level.

The section is also to deal with its Sussex University wage claims to be coordinated with the other campus unions to narrow the gap between academic manual workers' earnings. The aim is for the differential to be narrowed to a ratio of not more than 3:2. — THES.

Ethnic records

Local authorities in multi-racial areas should keep ethnic records, employers and in the service, provide, the Commission for Equality says in a booklet published this week.

Decisions and policies should be based on fact, not on inspired work, the CRE says. The booklet, "The CRE says: 'You was aware of the fact about this sensitive issue', particularly in the context of government policies on immigration control and nationality law. But it believed there be accurate identification, discrimination.

The booklet, *Local Government and Racial Equality*, outlines a code for local authorities to follow, based on the Race Relations Act. The Act states that every authority must make "positive arrangements" in its policies and functions to eliminate racial discrimination and promote racial harmony and good race relations.

In addition, there are a host of other participatory exhibits.

Such as a working points and a system, set up in a full size section of the tube tunnel. Together with many other working models and video displays.

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The game that may rally British tennis



Wick Wood

Tennis could be lifted out of doldrums today with the launch of a new scheme intended to get as young as four-year-olds into the game.

Short tennis – a scaled down form of tennis – has been played with plastic balls and a sponge ball – has been out for 18 months in hundreds of English junior schools. The new scheme is intended to get as young as four-year-olds into the game.

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"The full-scale game of tennis presents many difficulties," the LTA says. "The court is too big, the racket too unwieldy and the tennis balls bounce too fast and too high. It is also assumed that equipment, facilities and parental and teacher encouragement are at hand in the first place. Sadly, therefore, many youngsters who rush to imitate the world's superstars quickly realize the game of tennis for a beginner is not much fun, so large numbers are put off and give up."

"Short tennis is easily accommodated indoors or out, wherever there is a badminton court-sized place. Given the opportunity, even seven and eight-year-olds are able to hit the yellow foam balls back and forth across the shortened courts – usually with fierce determination and concentration."

"Since the game is 100 per cent genuine tennis, the young succeed and enjoy being able to mimic their Centre Court heroes. The fact that the game is also competitive enhances the children's enthusiasm for what is vital – a desire to play again and again."

Mr David Lewis, a tennis coach who has organized the short tennis project in Suffolk, said he had been amazed by how quickly even children as young as four or five took to the new game.

A big advantage of the game is the way it accelerates a child's entry into full scale tennis, said Mr Lewis. Last year he sent four children under 10 to the Ipswich hard court championships – this year he is sending seven – all of whom had graduated from short tennis.

But he says, formidable obstacles lie in the path of the child who dreams of becoming another Bjorn Borg. Schools, even when they have the facilities, do not have teachers able to coach young players and tennis remains a "very expensive" sport. He estimates it costs a parent £1,000 a year to support a child who reaches



Anyone for tennis? Sophie Usher Smith, one of the youthful competitors who took part in last weekend's short tennis tournament at Stapsley sports centre, Luton.



national standards when the costs of equipment, coaching, travel and tournament fees are added up. The equipment for short tennis is made by Slazenger which is ploughing some of the profits back into the game, but the LTA is still

seeking a sponsor for the scheme. Mr Paul Hutchins, the national team manager, said: "We are certain that this new game will encourage thousands more children to become involved in tennis at a younger age."

The LTA has fully backed the project. However, the nationwide promotion of short tennis would be enhanced by a national sponsor. The benefits to the company would be enormous.

Further information from: Mr Derek Bone, LTA, Barons Court, West Kensington, London W14 0JL (01-385 2366).

Governors fear institute will be shut

by Diane Spencer

Governors of Ainsty Institute of Further Education near Leeds, are protesting at the local education authority's plan to "dismember" the institute at the end of August.

The institute, with two main centres in Wetherby and Boston Spa, about 15 miles from Leeds, is due to lose its principal and its governing body. Instead, the part-time heads of centre will be directly responsible to the authority's community education officer based in Wetherby.

Mr David Hunter, principal of the institute since 1972, will be redeployed and an advisory committee will replace the governing body.

Mr Pat Harrigan, NATFHE's regional organizer, complained of the lack of consultation and said the union would oppose an officer-based education service "all along the line".

Mr David Cracknell, assistant education officer in charge of further education, said the plan for the institute was an interim arrangement – it was not necessarily the way further education would be organized in future.

The governors of Ainsty see their semi-autonomous institution as being responsive to local, rural needs, and fear it will be swallowed up in the bureaucratic machine of the big city.

They also suspect the authority is really planning to make the institute less viable and thus find an excuse to close it down. To support this view, they point out that the responsibility for educating the inmates of three local prisons was lost month transferred to the larger College of Alredale and Wharfedale in Horsforth.

Ainsty still caters for 1,300 part-time students, with 121 courses, 46 for vocational training or exams and 75 non-vocational or adult education.

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Readers revolt at invaders

A kind of hush has descended on Surrey's public libraries after a wave of public protest forced the withdrawal of Space Invader machines which were installed to attract young people.

Last week a spokesman for Surrey County Council admitted the machines had caused "a certain amount of noise" which outweighed the £1,500 they generated for the libraries' hard-pressed budgets.

They have now been replaced by video and games cassettes which children can borrow for use in their homes. The spokesman stressed that the machines had only been tried out at four of the council's 50 libraries and that most of the noise had been of a human, not an electronic, variety.

Installation of the machines was also the subject of a complaint to Sir Keith Joseph, the Education Secretary, by the South West Surrey branch of the Confederation for the Advancement of Secondary Education. Mrs Hilary Minor, the chairman, said the council had bulldozed through the decision.

Parents vote for retention of cane

by Sarah Bayliss

Initial findings from a survey of parents' views on corporal punishment show a majority in favour of its use in schools.

The National Confederation of Parent-Teacher Associations, which is conducting the survey, has received replies from 1,000 parents so far. The closing date for replies is May 31.

"The analysis is still at a very early stage," said Mr Jack Jones, the confederation's deputy general secretary. "But on the basis of the initial replies we have discovered a trend: five to one parents are in favour of the use of corporal punishment in schools."

He said his organization wanted every local authority to consult parents before making policy on the retention or ban of corporal punishment in schools. They should establish what exactly was meant by corporal punishment and should explore in depth the alternative sanctions which could be applied, particularly among young children.

Mr Jones, who is a long-standing member of the National Union of

Teachers, said he believed the recent NUT conference decision to campaign for the abolition of corporal punishment did not "accurately reflect the opinion of membership throughout the country," which he believed was in favour of retaining its use.

Mr Jones believed the decision should rest with individual headteachers. "The vast majority of heads make the decision to use corporal punishment in a caring, reasonable, responsible and professional way. Of course we are all against abuse in the system but we do not believe that abuse should govern the overall policy."

Mr Jones, who is a headteacher in an outer London borough, said he had used the cane on five children over the past 10 years. "My parents trust me to treat their children the way I treated my own. I will not betray that trust."

He believed that most parents wanted teachers and heads to act *in loco parentis* but they should be able to "opt in or out" of having their children physically disciplined.

Black prison rate questioned

A call for a Government inquiry into the reason why a disproportionately high number of black people are in prison was made last week by the National Association for the Care and Resettlement of Offenders.

The Home Office report on the workings of the prison department published last week revealed that young offender establishments like Rochester and Dover borstals and Blantyre House detention centre have 30 per cent black inmates. Ashford remand centre has 50 per cent.

A survey on the number and distribution of ethnic minority prisoners is being carried out with the statistics collected centrally, the report announced.

Mr Paul Cavallaro, NACRO's information officer, said the Government should investigate the way the criminal justice system deals with ethnic minorities, the major question being why there was a disproportionately high number of blacks in prison. Local surveys showed that young blacks got fewer probation orders than whites and were less likely to be given community service orders than whites for similar offences, he said.

Police decisions to prosecute instead of cautioning, social inquiry reports from probation officers and the decision of the courts must be investigated as they affected the end result, he added.

The report said that education services in prisons had declined in 1981. Young offender establishments had fared better than those for adults, with evening classes bearing the brunt of cuts.

In assessing 34,042 prisoners for literacy, 6.3 per cent had a reading age of eight or under and 15.1 per cent a reading age of 10 or under. Of 10,782 borstal prisoners, 7.4 per cent had a reading age of eight and 22.8 per cent, an age of 10; for detention centres 5.6 per cent of 12,798 tested, less than eight, and 20.4 per cent 10 or under.

Nearly 7,000 prisoners sat for public examinations with a success rate of 74.2 per cent. These included 85 prisoners who sat for 102 Open University exams and passed in 131 - a success rate of 80.8 per cent.

Report on the work of the Prison Department, 1981, HMSO £7.50.

Cuts not to blame for decline

Education cuts are not responsible for educational standards and values hitting rock bottom, Miss Penelope Yaffe, general secretary of the Association of Career Teachers, said on Saturday.

Speaking at the association's annual conference in Poole, she said that teachers and parents must bear much of the responsibility for their children's failure. Education cuts had not helped, but they would "not turn a good teacher into a bad teacher, any more than money spent on education will, of itself, make a bad teacher good."

Since the 1960s, education had suffered from "many, many, many" cuts. "All too often 'child-centred' means that the teacher does not lead, that the children are not made to learn, but are allowed to choose whether they want to learn, and if so, what."

Too much choice was bewildering for children, particularly young ones.

They needed an ordered and disciplined framework both at home and school. "Schools should be secure and stimulating places with good and consistent standards - but not all are."

Parents should also be blamed for an obsession with materialism. This attitude was reflected in their children "who have been given too much, too easily, and too soon, so much so that they have reached the stage in their lives where there is nothing left for them to look forward to, to strive for. And consequently they are looking for new experiences and new challenges."

While admitting that the association was small, Miss Yaffe claimed that it could have disproportionate influence. If the "left-wing militant group with only 400 members could try to ruin the country, the ACT ought to try to save it."

A poster campaign has been sponsored by Barclays Bank and community constables are also promoting the scheme.

People



Miss Dorothy Dalkin

The Inner London Education Authority has announced that Mr Hugh Neill, 44, a Cambridge graduate in maths and physics, will become staff inspector for maths in September. Mr Neill is a lecturer in maths at the University of Durham. For the past three years he has been a member of the Cockerill committee of inquiry into the teaching of maths in schools.

Mrs Eame Waters has been appointed headteacher of a new Thamesmead primary school. The school, in Windchit Road, Broadwater Green, opened last week but has not yet been given a name. Mrs Waters was formerly deputy head of Cardwell primary school in Woolwich.

Mr David Jagger has taken over as headteacher of Woodberry Down junior school, Woodberry Grove, N4. Mr Jagger, who is 43, was formerly acting head of the school.

Mr Roger Medhurst has been appointed headteacher of Michael Faraday junior school, Portland Street. Mr Medhurst, who is 37, was previously deputy head of Eveline Lowe primary school, London SE1.

Mr John Stokes has been appointed headteacher of Leo Manor junior school, Leamurst Road, SE13. Mr Stokes, who is 47, is at present deputy head of Hitherfield junior school, Streatham.

Mr Henry Gormally has been appointed headteacher of Sir Francis Drake Primary School, Trundley's Road, Deptford. Mr Gormally, who is 36, takes up his new appointment in September. He is at present deputy head of Dowderry Junior School, Downham.

Mr Albert Woodcock is the new president of the National Association of Social Workers in Education. Mr Woodcock joined the education welfare service in 1943 as a school attendance officer with Kent. He moved to Hampshire in 1964, becoming an area education welfare officer in 1973.

The Council of the Girls' Public Day School Trust has appointed Mrs Cheryl Jane Filz, at present head of chemistry at South Hampstead high school, London NW3, as headmistress of Notting Hill and Ealing high school. She will take up her appointment in January.

The council has also appointed Miss Margaret Nelson, at present head of the lower school at Haverclashers' Aske's school for girls, Elstree, as headmistress of Kensington High school junior school.

Mr Christopher Hepinbotham, Haringey's assistant borough housing officer, is to be the new national director of the National Association for Mental Health (MIND). He is chairman of the Camden Society for Mentally Handicapped and a former Executive Committee member of Camden MIND.

Dr Gerald Gough has been appointed headteacher of Burnage high school for boys, one of the three schools in Manchester which will retain sixth forms after county high schools are reorganized in September. He is at present first deputy head of Woodford Lodge School, Winsford, Cheshire.



Lord Vazley

Dr John Padley, at present secretary and deputy rector of the University of Liverpool, is to be Mr Francis Orion as rector of the University of Liverpool. Dr Padley will be appointed in October.

Mr Stephen Mullaly has been appointed vice-chairman of the Education Foundation, a former executive of the Understanding British

Dr J R Garrod, at present master and head of Sevenoaks School, Kent, has come the first headmaster of Stafford Independent School.

The headmaster of the Secondary School is to be Mr Johnson, aged 46. He is deputy headmaster of a high school.

Mr Anthony Bicknell is to be Mr Eric Ostley as head of green School, Compton, Wiltshire. A graduate of Edinburgh University, he is currently deputy of a residential school for just pupils in Essex.

Mr Robert Aiken, director of education for Coventry, has been appointed chairman of the Council for Voluntary Youth Services.

The Revd Dr Stephen Orbell has been appointed an assistant secretary of the British Council Churches with responsibility for community affairs.

Mr Brian Ross, headmaster of the School, is to be the new chairman of the Independent Schools Information Service. He succeeds Mr. J. C. by, headmaster of Clifton College Preparatory School, who is to become secretary of the Independent Association of Preparatory Schools (IAPS) in September.

Miss Dorothy Dalkin has been appointed chairman of the Association - the 'supporters' club' of friends of Independent schools.

Mr Donald Campbell, the appointed chairman of the Council of the Federation of Professional Officers' Associations.

Mrs M. K. Stiffell, who has been appointed head teacher of the Bank Nursery School, was previously an assistant there.

Mr Fred Jarvis, general secretary of the National Union of Teachers, one of eight new honorary members of the College of Preceptors, the College of Teachers.

The others are: Mr. J. C. by, principal of the West London Institute of Higher Education; Anthony Padley, Archbishop of Spain, Trinidad; Dr. J. C. by, headmaster of Westminster School; Mrs Barbara Saunders, general secretary of the Federation of Women's Institutes; Peter Sebastian, first secretary of the Institute for Biological Studies; Chao-Yung Tung, president of the Seawise Foundation; and Kong; and Baron Vazley, former professor of the School of Sciences at Brunel University.

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The pig-swill man no longer hovers hopefully by the school kitchens. Gone – or going – are the days of the rejected meat and two veg. Here are the days of hamburgers and chips and the pupils eat them, every scrap.

Over the past two years, nothing less than a revolution has taken place in school catering. Prompted by the 1980 Education Act, which removed the duty on education authorities to provide a full midday meal for all children – and a sharp reduction in funds to match – councils have been rapidly switching from traditional kitchens to cash cafeterias.

In 1979, there was only a handful of cash cafeterias in English secondary schools. By October 1980, 26 English I.e.s.s had introduced them into all or almost all of their secondary schools and the proportion of secondary meals taken in this way was 58 per cent.

By last autumn, the DES school meals census found that this figure had gone up to 52 – more than half of all authorities – and the proportion of meals had risen to 76 per cent.

Sixteen authorities are also experimenting with cafeterias in primary schools, some with the intention of a complete switch. Only seven – Bromley, Tameside, Doncaster, Calderdale, Wakefield, Gateshead and the Isle of Wight – have none at all.

'Pupils bought what they wanted and waste became virtually non-existent. Those who had enjoyed their lunch worked better in the afternoon.'

This transformation, brought about by a cost-cutting Tory Government, has undoubtedly caused headaches among school catering advisers. But, with the initial problems over, many schools which have made the change report more pupils having meals, less waste, a more civilized atmosphere – even better mental arithmetic, as pupils work out what they can afford.

Between 1980 and 1981, the num-



IN ... self-service style lunch



OUT ... the traditional kitchens

Biddy Passmore reports that more and more pupils are leaving the sandwiches at home as schools switch from the traditional kitchens to cash cafeterias

The hamburger revolution

bers taking secondary school meals – after plummeting when authorities had suddenly to raise charges – increased from 41.7 per cent to 44.6 per cent, with a corresponding drop in the number bringing their own sandwiches. But it declined further in I.e.s.s without cash cafeterias, although their subsidy was normally higher – and prices lower.

The contrast between the old standard meal and the wide choice offered by the new system is clearly shown in a paper submitted by the London Borough of Bexley for a recent school meals seminar organized by the Association of County

Councils. A typical standard menu in Bexley's primary schools last week was: savoury mince, tinned new potatoes and carrots, followed by coconut delight and custard.

In a secondary school operating a cash cafeteria, a typical menu would have offered pupils a choice of four main courses – including chicken curry and cheese salad – five hot snacks, (featuring the inevitable hamburger) and five puddings, as well as vegetables, fresh fruit and drink. Many offer an even wider choice. No wonder the pupils have started to leave their sandwiches at home.

One of the earliest secondary schools to use the new system was Brimsdown Green Secondary School in Avon, which introduced a cash cafeteria when it opened in new buildings in 1978.

Mr Michael Fellows, the head, showed at the recent ACC seminar how forward planning and close cooperation between school and I.e.s.s could lead to effective selling of the service – and proved it with a take-up of over 90 per cent.

Initially, he said there had been problems. Pupils needed time to get used to the 'splendid choice' and many kept forgetting to bring cash every day. A loan system was introduced but, after some bad debts built up, it was dropped and was now no longer needed.

But the cafeteria generated a very civilized atmosphere from the start, with teachers and pupils sitting together without encouragement, he continued. Pupils bought what they wanted and waste became virtually non-existent. And pupils who had enjoyed their lunch worked better in the afternoon.

Brimsdown Green started out with all the advantages of a purpose-built cafeteria with up-to-date equipment. But most schools in most authorities have had to make the switch from traditional meal service to cash cafeteria with little or no extra funds.

In East Sussex, there was not a great deal to spend on new equipment, says Mr Mike Garrett, the county's energetic catering officer, who came to school meals from Trust House Forte. 'We had to finance the change out of the existing budget.' But cash cafeterias, which now operate in a good number of infant and primary schools as well as 50 secondary schools, are rated a great success and have led to an increase in take-up of 7 per cent.

Mr Garrett says that East Sussex has managed to save £2m in its school meals service since the cash cafeterias started up in 1980 – partly as a result of the cafeterias themselves but also because they have become more cost-conscious in every respect. And take-up has improved so much, he reports, that the county has actually been able to increase the number of catering staff.

Some councils who have converted their secondary meals service are reluctant to do so in their primary schools because they think younger children would not be able to manage with the cash and the choices. This is hotly disputed by authorities which have actually started up cafeterias in the primary sector. Some of whom remark on a sudden improvement in mental arithmetic.

'The little ones have become very much sharper', Mike Garrett says. 'The schools use it as part of their teaching. Parents who say their children can't cope want to come and see – they underestimate them. They're better than the older ones.'

At Elphinstone Junior School in Hastings, children are 'absolutely

thrilled' with the very wide choice according to the head, Mr Barnett. He said the children certainly much happier than when they were in the old system, although the teachers' point of view was more mixed. The new system was now coming and going at different times.

But do children get a better diet? Those authorities who are moving from the old system to the new one are not dinner service before the intake of growing children, whom may get no other meal.

But schools do attempt children opting for, say, a hot stodge – what Mr Fellows, head of Brimsdown Green, calls 'chips with chips'.

In the London Borough of Havering, infants (5 to 7-year-olds) are given a 'guided choice' menu, going through a range of alternatives, and then move along the counter. The slightly older children are gently monitored, with staff intervening if the end result is unhealthy.

'If we catch the line with something most unusual, we try to change it', says Mr Hussey, senior meals officer.

In East Sussex and Havering, councils are using the experience of cash cafeterias to present children some simple choices. And next year, for the first time, families of 16 children will receive half-price advice.

Some nutritionists, such as Mr Arnold Bender of Newnham College, London, pointed out that a hamburger is actually a very good meal.

And, as a DES spokesman said, 'Nowadays in cash cafeterias food may not be of the quality when there were nutritional standards but the kids actually eat it. What's the good of a nutritious meal that the kids don't eat?'

One worry over the new Education Act was the 'meal children' – the only pupils whom I.e.s.s still have a responsibility to provide – singled out. This is certainly the case in Dorset and Lincolnshire, where these are the only primary schools who get a midday meal.

But, where there are cash cafeterias, most schools seem to be working out the cost of the main course and pudding at 50-60p – and giving the pupils the choice of a cold meal or a hot one, up the amount out of their pocket.

'Some nutritionists have pointed out that a hamburger and chips is actually a very nourishing meal.'

Despite the straitened circumstances in which these changes are taking place, many schools are making an effort to brighten up their premises to make the new cafeteria as attractive as possible. 'After all, Mrs Hussey from Hillingdon put it out: "They're now looking up to Wimpy's or McDonald's".'

They pitch their prices at about 10 per cent of those of the local traders and are making school fare more inviting by putting up menu boards, picturing a 'Today's best choice' without an apron – often, as it happens, a kind of nourishing meat and veg that might have featured in old school dinners.

And in Warwickshire, where firms of private consultants have been brought in to advise on the equipment suppliers have developed 'really rather elegant' equipment. Mr Michael Ridger, the county's catering officer, announced proudly.

'All authorities have achieved savings in meals in the past few years, mainly through staff reductions. But there has been a loss of income from the pig-swill man. In Hillingdon, where £600,000 had a contract worth £200,000, the contractor has asked to be closed. It just isn't worth his while to come any more.'

School to work

permanent bridge between school and work – not a scheme for dealing with youth unemployment... The first paragraph of its report, the group makes clear the difference between the commission's proposals and the Government's grand design to displace.

The needs of young people are not those of employers, the commission says. So are those of employers, the government and of the economy as a whole. They can be met, asserts the commission, by a scheme for young people which the Government is considering by the Government's own proposals for youth training envisage.

The outline of the plan and its main recommendations, the unanimous proposals of a task

This week the Manpower Services Commission released the report it has sent to the Government recommending a one-year, traineeship programme for school leavers. It wants the programme to be offered from September to all 16-year-olds leaving full time education and not just to the unemployed as the Government's own proposals for youth training envisage.

The outline of the plan and its main recommendations, the unanimous proposals of a task

agreement. They should also be paid an allowance – the present YOP allowance of £1,300-a-year upgraded for inflation, which could be £1,400 to £1,450 by the time the scheme starts.

The higher figure is allowed for, says the commission, in its calculations of the maximum cost, together with a full reimbursement for those who spend more than £4-a-week on travel.

But it would be wrong, says the report, to debar employers from entering into contracts of employment with trainees at any time they choose with wages negotiated in the usual way.

Sponsors providing complete programmes should get a block grant of £1,850 for each trainee, out of which they would pay the proposed allowance.

There will be different funding allowances payable to those who provide only part, such as the work experience or off-the-job training. Further education in colleges will be paid at nationally agreed rates, and training workshops or community projects will be financed on the same basis as under YOP.

The commission will use suitable organizations – most of them large employers – as agents to design and manage whole programmes, either

group of employers, unions, education and voluntary organization representatives, which has been working for the past three months, have already been revealed in *The TES*.

Here we summarize the official text. It has gone to the Employment Secretary with a foreword from the commission's new chairman, Mr David Young, calling for a decision between this and the Government's own limited scheme within the next two months.

must be better arrangements to ensure the quality of the scheme than those in YOP which it says are 'not impressive'. It proposes that the MSC should recruit people from industry and the education service to help them, and to keep an eye on their performance.

Essential to the delivery of the new scheme will be in-service and refresher training for many staff including further education teachers and other education and youth service tutors. It needs to start no later than this September.

The report goes on to deal with several issues that are likely to prove highly controversial and possibly unpalatable to the Government. It insists that the scheme must be completely voluntary – and says that the Government is wrong to want to withdraw supplementary benefit from 16-year-olds who do not go into the scheme.

Some of the members of the task group are worried that youngsters may be drawn away from full-time education by the scheme. The report says that while the question of educational maintenance allowances is beyond its remit, the scheme as it grows will make anomalies more apparent.

The task group insists that there

Edited by Mark Jackson

The task group says that in promoting the cost of the scheme – £950m in 1983/4 rising to £1.1 bn in 1984-5 – would be no more than the Government already plans to spend it has taken into account the proposed scheme for the young unemployed, the Unified Vocational Preparation programme for young workers, and the apprenticeship support grants, but not the Young Worker Scheme which subsidizes employers who take on workers at low wages.

The group implies that it would, however, be a waste of money to go on with a scheme that does not encourage training and suggests that the money should either be spent on its own proposed scheme or on a new measure to help young people get jobs after their traineeship.

And the report chooses – admitting it is going beyond its terms of reference – to make some lengthy observations on what it believes should be done in schools.

'We are very aware of the importance of the last year of compulsory education – say 14 to 16 – to the preparation of young people to face the world of work and work-related traineeships. The Government has made clear its belief that every pupil needs to be helped to reach his or her full potential and is seeking to ensure that the school curriculum develops the personal skills and qualities for working life.'

'It is our view that considerable emphasis should be laid on this process. Appropriate levels of competence in numeracy, literacy, oral expression, social relationships and understanding of the world they face outside education will mean that young people are more likely to gain from the scheme we are proposing.'

But disclaiming any intention of advocating narrow vocational education, the report says that it would be wrong to encourage specific training in schools when it is increasingly difficult to know what real jobs pupils will have in the future.

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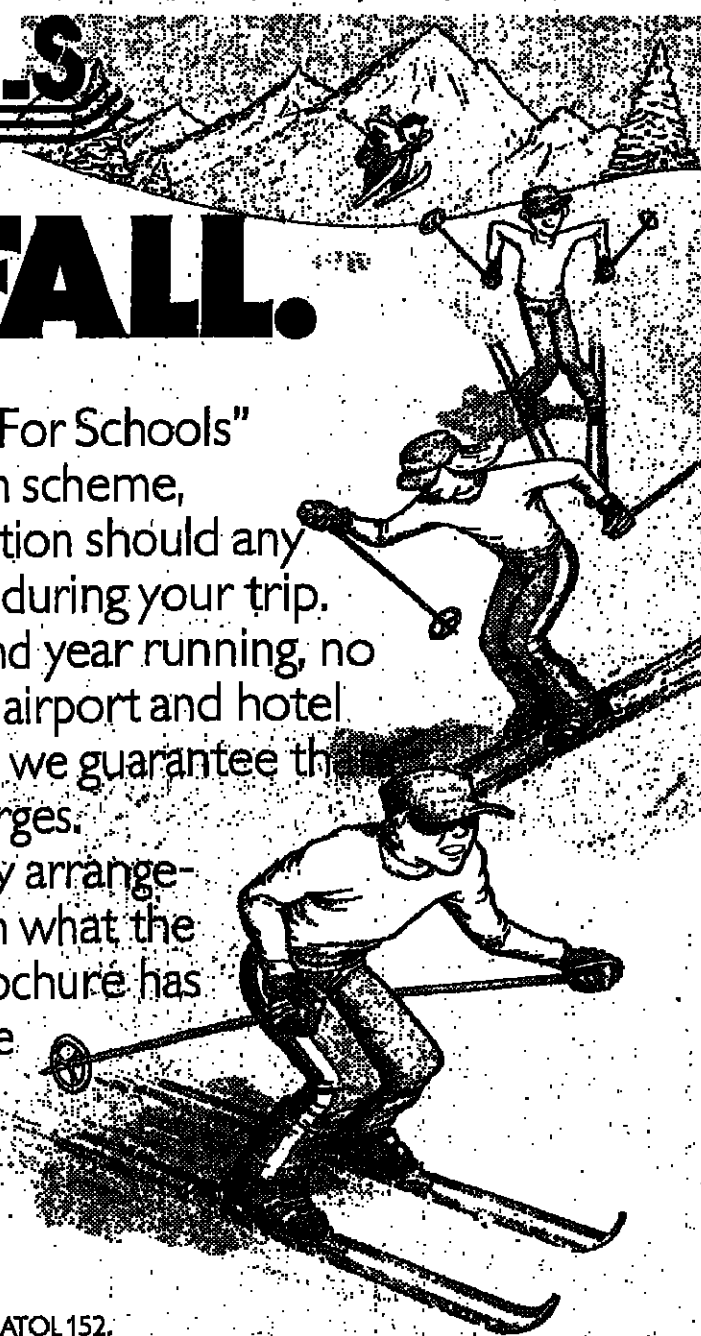
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Letters

Sir Keith's cart before horse

Sir - The Education Secretary, Sir Keith Joseph, is reported to be considering the proposal to merge the GCE O level with CSE to produce a new single examination at 16-plus. We believe he should abandon the proposal.

The existing examinations are cast in the mould of school leaving certificates suitable for recording the academic standards attained by candidates at the end of their compulsory secondary education. The new examination is in the same mould but the Government's proposals in the New Training Initiative effectively raise to 17 the age of leaving some form of education or training and doubt is therefore thrown upon the validity of a 16-plus school leaving examination.

Examinations exert a dominating effect upon the curriculum. Should the proposed merger be ratified it will have the effect of prescribing for several decades a curriculum for fourth and fifth formers which is largely academic. Yet serious doubts are now widely voiced as to whether what Sir Keith himself has felicitously described as a dilute form of academic education is the most appropriate form of study for the large number of young people in our schools who are not academic.

We suggest that priority should be given to breaking the artificial barriers between the secondary and further education sectors, and between education and training, to allow the development of forms of vocational study for some of the age group 14 to 17. Then, and only then, should we devise suitable methods of examination and certification. These should have a character which enables young people to qualify for the subsequent stage of study in the areas of their choice rather than recording what for many is a less relevant and effective form of preparation for their future. None of this need prejudice the attainment of standards of academic excellence by the minority for whom that is the most appropriate goal.

Curriculum development should take precedence over examination and certification: it should determine the latter rather than being determined by it. Currently we are proposing to put an out-dated cart before what is for many a lame horse.

FRED JAMES, Principal, Yeovil College; ROBERT AITKEN, Director of Education, Coventry; PETER BOULTER, Director of Education, Cumbria; T R P BRIGHOUSE, Chief Education Officer, Oxfordshire; HANDEL DAVIES, Chairman, Standing Conference on Schools' Science and Technology; G M A HARRISON, Chief Education

Officer, Sheffield; JACK MANSSELL, Director, Further Education Curriculum Review and Development Unit; RICHARD PRING, Professor, School of Education, University of Exeter; BARRY TAYLOR, Chief Education Officer, Somerset; G R WALKER, Chairman, Steering Committee, Centre for the Study of Comprehensive Schools.

Sir - This association is very concerned that the substantial criticism directed against the draft national criteria may have obscured the overriding support for a new system to replace the existing arrangement of GCE O level and CSE examinations.

There is an urgent need to review the philosophy, style and content of the present system of examining at 16-plus and to resolve the inherent conflict for pupils who are at the present GCE O level grade C/D borderline. Although we accept the need for national criteria to be established, we do not think they are a necessary precursor to the implementation of a new system of examining at 16-plus. Evidence, from established joint GCE O level and CSE "16-plus examinations" and from new work initiated specifically

for the purpose, suggests most strongly that a successful new system of examining at 16-plus can be implemented in the main subject areas before the national criteria have been approved.

For mathematics, the Cockcroft report has stated principles as a basis for such a revision which the association supports enthusiastically. A decision to defer the introduction of a new system of examining at 16-plus can only be inimical to the implementation of the recommendations of the Cockcroft report in this respect.

For these reasons we write to urge the Secretary of State for Education and Science to resist the pressures for delay on the grounds of (predictable) difficulties associated with the establishment of national criteria and instead to set a date for the introduction of a new system of examining at 16-plus.

M F ATIYAH (ex-President) and F BUDDEN (President) The Mathematical Association 259 London Road Leicester

Sir - I have read with astonishment the article by Bob Doe, "Exam boards prepare to go it alone on

common 16-plus", in the April issue of *The TES*. At no time did I consult me or any member of my board.

First, there is only one board in the South-East, namely the South-East Regional Examining Board, yet reference is made to "southern eastern CSE boards". nearest colleagues are the London Regional Board and the Anglian Board, in the CSE and GCE O level examinations.

Secondly, at no time has the South-East Board considered "it alone", nor have the five boards forming the Southern Examining Group for 16-plus (AEB, GCE Southern, South Western and East) - as a group. We have no time to discuss with our colleagues this suggestion by Bob Doe.

P N ANDERSON Secretary South-East Regional Examining Board Mount Ephraim Road Royal Tunbridge Wells

Bob Doe writes: I agree it was a pity to refer to "southern eastern CSE boards" working with the London GCE board when what we are now the East Anglian and London CSE boards. But to some extent we were referred to later as the "London boards".

Playgroup duties

Sir - How very deep are the misunderstandings of the playgroup movement revealed by that part of the Plowden correspondence you are able to accommodate! When Cynthia James of BAECCE argues for free parental choice between equal alternatives, is she advocating that charges should be made for nursery places or that playgroups should be free? If the latter, would any distinction be made between parent-involving community playgroups and private playgroups? Is she advocating that nursery schools should share premises with youth clubs or that playgroups should enjoy sole occupancy of purpose-built premises?

Valerie Bignell alleges that there can be no colour corner or interest table in playgroups; amazingly this is sometimes achieved even without that sole occupancy which few playgroups enjoy.

The cost of a nursery place hovers around £1,000 yet Valerie Parker does not consider the possibility that deprived children in the City and Hackney might be better served by a toy library and home visitor with an allowance in hand cash. As Linda Pound points out, community support and pre-school provision should go hand in hand, but why does she assume that the development of playgroups proposed by DES Circular 2/73 should be a cheap alternative?

Premises for a playgroup to include facilities for adult education, mother-and-toddler club, after-school centre, and holiday play schemes could prove more costly than traditional nursery education and offer interesting openings to teachers who are as skilful with adults as they are with children.

Professor Hazel Francis restores the balance by identifying the fundamental issue as the achievement of parental involvement. Curiously, no one has picked up the relevant point in my study, published in the same issue as the "Second Plowden Report" of the effect of pre-school provision on mothers of young children. It showed that simple involvement does not produce the educational and social benefits evident when responsibility for the group is carried by or shared with parents.

Is the teaching profession concerned to develop a sense of responsibility in people when they are at school - and then discourage it when they are engaged in the work of rearing children? Mothers learn to

take life-and-death responsibility for new-born babies: could they not be encouraged to take responsibility in early education, and be helped to do so by those with professional expertise?

BARBARA KEELEY Leighton Linsdale Family Centre 317 Heath Road, Leighton Buzzard Bedfordshire

Specific phrase

Sir - Professor John Stewart (*TES*, April 23) does me too much honour. He quoted the same passage from my SEO Presidential twice. And on each occasion misquoted, omitting the essential phrase: "And that grant must be for education specifically". No wonder he was led to think that I had overlooked something.

JOHN TOMLINSON Director of Education Cheshire County Council

Heston hysteria

Sir - With reference to the letter "Heston hysteria" in *The TES*, March 26, we wish to make the following points:

1 As full-time teachers in the Department of Humanities who were not uninvolved in the preparation of the successful Oxford candidate, we can testify to the distinct absence of any "general hysteria" surrounding this event. Indeed, the most appropriate term to describe the response in the school would be "low-key". Apart from the fact that the sixth form students themselves, spontaneously, interrupted their Christmas disco to publicly congratulate the successful student, the event has been marked by no special departure, formal or informal, from the normal life of the school.

2 Heston has not "for some years spent a disproportionate amount of time trying to achieve an Oxford entry". The candidate was taught in normal timetable. A level classes for those subjects that he is pursuing, and any special preparation for the entrance examination was provided voluntarily by staff in their own non-teaching time. In terms of staffing and resources, therefore, the cost to the school and to the education and prospects of any other pupil, was precisely nothing.

3 Heston has for many years been committed to the comprehensive ideal, as evidenced by the development of considerable resources to a media programme for pupils learning difficulties. We do not, however, believe that such a commitment involves the obligation to deprive other students of their talents. The comprehensive system was never meant to be a form of levelling down; indeed, that is the accusation of its critics, not the claim of its supporters. We believe that the right to equal opportunity in education must also be the right to a place at Oxford.

Heston has had a sixth form for little over four years, and to achieve success in this field seems to us a little testimony to the effectiveness of the school as a comprehensive.

R W GREENWOOD J PATERSON A J POLAN, Heston School Hounslow

Bible study

Sir - I write concerning Richard Bainbridge's letter in your April 1 issue concerning Lalla Berg's accusation that the New Testament is a racist text.

I think this is an example of careless terminology. The text is, without doubt, anti-Judaic in many parts and we know full well that Martin Luther of the first compilers of the New Testament texts, selected material which was inimical to the Jews.

An anti-Judaic text can, of course, easily lead to anti-Semitism and has been the sad experience of centuries as the text has been wielded and interpreted to serve political and racial ends of less than scrupulous people.

Therefore we can agree with Richard Bainbridge that the New Testament is not anti-semitic. But we also have to take careful note of Lalla Berg's warning that it can lead to anti-Semitism through its anti-Judaic elements.

CLIVE A LAWTON Education Officer Board of Deputies of British Jews Upper Woburn Place London WC1

Wise words on the curriculum

dependent Trenaman report concluded in October 1981: "... a nominated body is consistent, but in my view consistent only, with a system of central government control of the curriculum and examinations."

These are but three examples of the weight of educational thought which advocates a free association of equal partners combining in the sensitive and complex task of curriculum development. Sir Keith Joseph, however, has unilaterally announced the dissolution of the partnership which found vital and dynamic expression in the Schools Council, preferring to appoint two tame poodles which he hopes will proffer advice which coincides with his own preconceptions.

It is quite apparent that the Secretary of State has sifted through the detritus of discarded and discredited opinion and decided that ex-

aminations should be divorced and separated from the curriculum that gives them shape and form. Furthermore it is proposed that curriculum development should cease to be an unavoidable and integral part of a teachers' professional activity but should be dictated, within the parameters of a "modest" budget, by the whim and hunch of a totally unaccountable body or at the specific commission of the Secretary of State.

There would be something farcical and indeed amusing about a preposterous figure insisting that everyone else on the parade ground was out of step, if it were not for the fact that the educational provision in our schools and the opportunities available to pupils will be seriously damaged by these short-sighted and ill-considered attempts at centralization.

ALAN EVANS Senior Official Education Department

National Union of Teachers Mableton Place London WC1

Sir - While I appreciate that this letter may be interpreted by some people as solely constituting "worker support" for the Schools Council, I trust that this will not obscure my point.

Putting aside the question of how many quangos are actually desirable in practice, it would seem that the notion of examinations and the curriculum as separate entities is a dangerous one likely to prove counterproductive, and even harmful to the quality of educational provision in this country.

In *The Times* (April 23), Sir Keith Joseph is stated to have said: "Ministers need independent authoritative advice on how these examinations might best serve national aims for education." Surely it is the curriculum that

should first serve national aims for education, with examinations acting principally as indicators of how well those aims have been achieved by individuals at a personal level.

Where the examination tail wags the curriculum dog, constraints are immediately imposed on the potential scope and ability of educational activity to fulfil the needs of individuals, and of society in general.

Much of the work of the Schools Council curriculum projects has been dedicated to finding ways for examinations to complement, not condition, the aims of the curriculum. Determining these aims has always been a difficult task, and looks set to become more so in view of rapidly changing social circumstances. Putting examinations first, however, is only likely to create a superficially appealing, but hollow, sense of educational achievement.

CLIVE R HART Deputy Director Schools Council Curriculum Development Project: Geography 16-19

areas and industry and commerce is substantially reduced. The reality of the 1980s is that graduates follow demand and take employment or further training where they can find places.

D B HARRIS Director Careers Advisory Service University of Warwick Coventry

Literary SOS

Sir - I am planning, with her family's blessing, a biography of the late Dame Margaret Cole who was a distinguished member of the LCC Education Committee. Any documents, photos, anecdotes or recollections your readers may care to let me have would be most gratefully received and carefully handled.

BETTY D VERNON 43 The Crescent Belmont Sutton Surrey

Noblesse oblige

Sir - The offers of Eton and Westminster to help pupils from State schools with their preparation for Oxbridge entrance examinations should be welcomed as enlightened steps forward.

Although they are implicit recognition of the fact that the present arrangements for Oxbridge entry continue to favour the independent schools, they make it clear that it is not the fault of wish of the independent schools that they are in this favoured position.

Until the Oxbridge colleges replace their present variety of modes of entry with a uniform system which State and independent schools can tackle on a basis of equal opportunity, the need for the kind of special arrangements which Eton and Westminster are proposing will continue.

Head St George's School Haverden

Employers' wants

Sir - Sir James Hamilton (*TES*, April 23) is reported as supporting

and completely lacks information about personal qualities; it also lacks the incentive to develop them. It can no longer be justified either as an efficient motivator or a pertinent evaluator.

JAMES HEMMING 31 Broom Water Teddington Middlesex

Sir - In endeavouring to destroy the myth that graduates prefer education and public service to industry and commerce Sir James Hamilton is in danger of creating a new myth. His April 23 article gives the impression that between 50-60 per cent of graduates enter industry and commerce. This is true of the proportion of graduates who enter employment. But a large number of graduates proceed to higher degrees and teacher training and these are not included in Sir James' table.

If the entry to teacher training is added to public service and education then the gap between these

30 hour week

Sir - It is a pity that the chief inspector of the local government audit service seems to be unable to complete his job and that your journalist is unable to do the correct research to produce a full version of the facts rather than a regurgitated press statement.

All teaching requires preparation and marking. The FE lecturers contracted working week is 30 hours. The contracted teaching week is between 13 and 22 hours, depending upon grade. The rest of the time is for marking, preparation and administration, all necessary tasks, carried out by all teachers.

It is a shock to find that a report produced by those charged with checking on public expenditure should be, from your reporting, a waste of time and money due to an apparent failure to understand the very basics of the area being examined.

Perhaps the chief auditor might benefit from attendance on an FE course where he could at least learn to read such things as conditions of service documents.

P J O'ROURKE Chairman Ealing Borough Liaison Committee NATPHE

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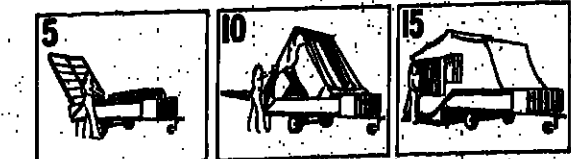


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Talkback

Child benefits

Paul Burgess

Is there adequate financial help available for schoolgirl mothers or is the "take it or leave it" abortion option, coupled with a patchy and half-hearted educational provision, the full measure of the State's response?

The extent of the financial help - through social security benefits - is little appreciated and, as a result, money problems at home can be added to the other problems to be faced. And if the mistaken idea takes root that only by staying at home can benefits be obtained then an actual financial disincentive against school is introduced.

If the social security rules are to be grasped, it is essential to make the distinction between girls who are

under and over 16, and also between girls who have had their babies and those who have not.

Girls under 16 get no benefits at all, with the exception of milk tokens on their parents' low income, until the baby has arrived. Then the parents or the girl herself can claim benefit for the baby. But it may be better for the girl to do so because she can claim the one parent benefit to take the total amount up from £5.25 to £8.55. It, however, may be necessary to compare this sum with the parents' loss if they themselves are on social security benefit.

But the under-16-year-old is not able to claim anything for her own needs. She is still treated as her parents' dependent and therefore

continues to be counted as part of their family for any claims made on their behalf. If they are on supplementary benefit then grants for both maternity clothes and items such as cot and mattress, pram, nappies, bottles, etc, should be straightforward. However, it may be necessary to cite Regulations 7 and 27 of the Single Payments Regulations 1981 before some DHSS offices are persuaded it can be done.

For girls who are 16 the rules about child benefit remain the same as above. But it becomes possible to think about claims for supplementary benefit in their own right. Normally a school pupil is barred from claiming because of her status. But one exception is when that pupil is "the parent of a child for whom she is responsible and who is a member of the same household". This is provided by Regulation 11(a) of the Conditions of Entitlement Regula-

tions 1981.

So once the baby has arrived, a girl who is 16 can claim for supplementary benefit. The minimum amount payable to her, including the child benefit, is £29.05 a week. This covers her own needs, the baby's, and an amount of £2.55 towards housing costs, assuming she lives at home. Milk tokens will also be due.

Having this kind of money cannot help but create a less fraught domestic setting if money would otherwise be a problem. If the girl wants to continue her education, and the education authority makes it possible, the chance of her doing so must be increased through this financial provision. The grants outlined above for clothes and items needed for the baby would be available to her in addition to the weekly payment.

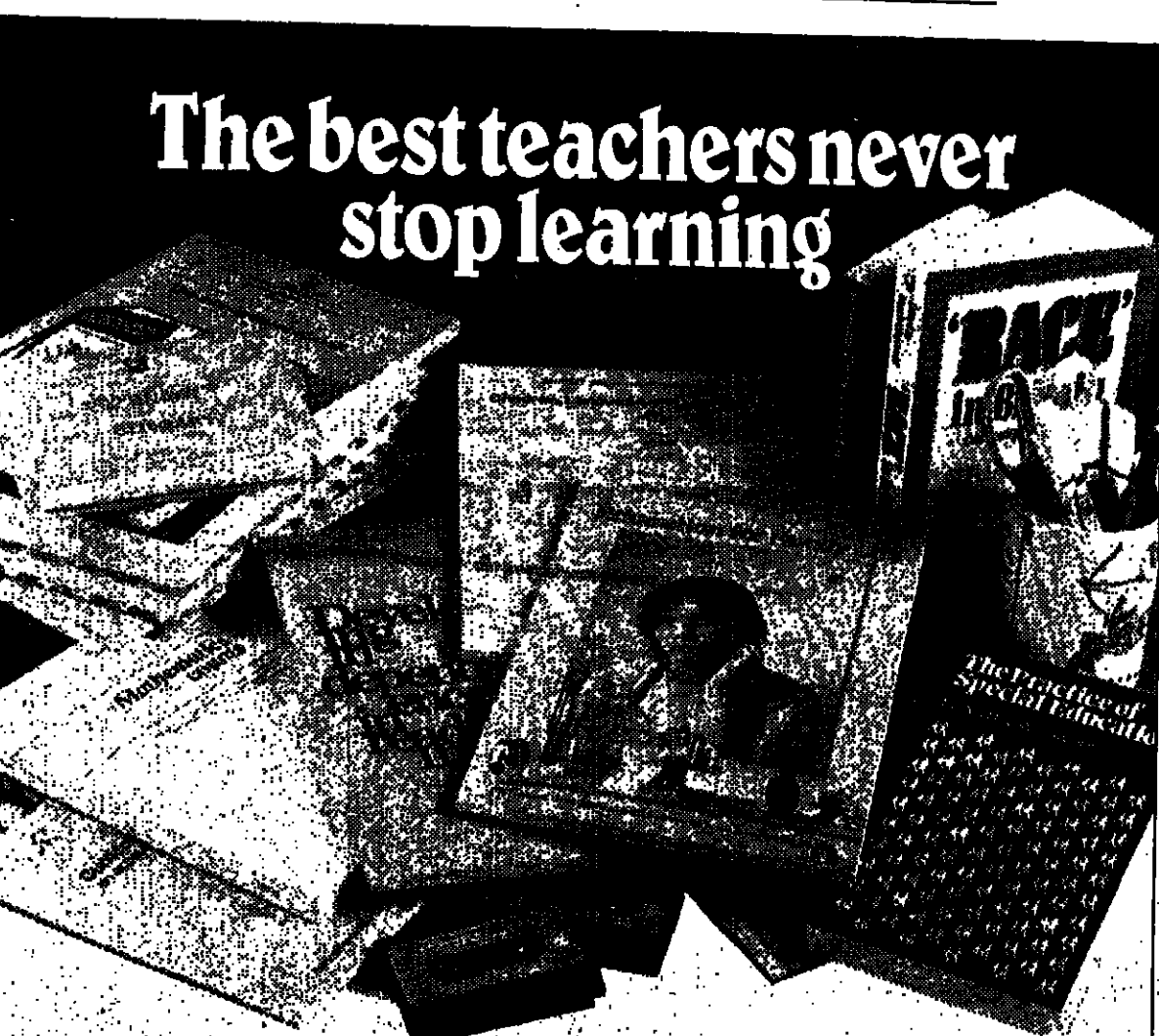
But before the baby is born, even when the girl is in advanced pregnan-

cy, the social security will treat her as an ordinary pupil if she continues her education beyond the school leaving age. If she does not intend to, has passed the "date" for child benefit, and is under 15 weeks to the birth, then she can obtain supplementary benefit of £16.85 a week, plus, from six weeks before the birth, the grants for maternity clothes and items. Between the terminal date for child benefit and the 15 week unemployed or provided a sick note to qualify for any benefit.

Finally, schoolgirl mothers will be among those who will be entitled from July 4, 1982, to a new non-contributory maternity grant - although the old rate of £100 remains.

Paul Burgess is Manchester's welfare rights officer.

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Study war no more

David Wright

Among all the gloomy news of cuts in education, it is most encouraging to discover a growth area, where money seems almost unlimited, pupils and teacher-volunteers are numerous and highly committed, and practical fieldwork of many types is available.

War Studies is the curriculum area in question. There has been less discussion of War Studies than of Peace Education recently, but it seems clear that War Studies is better established in terms of people, of resources and of official recognition. The Queen will be attending a forthcoming War Studies event: she will present a banner to the Combined Cadet Force movement. She has not been to a Peace Education event. A case-study may help to illustrate the strength and vitality of the War Studies movement: the details are taken from a school Year-Book published in 1982. The unrivalled importance of War Studies is clearly indicated by the two full pages devoted to it in the Year Book, while a mere half-page discusses the Scouts, and Peace Education is not even mentioned.

The report records "a year of steady growth in numbers... it would appear that this trend will continue. This is very gratifying". Unlike the mere simulations so keenly developed by the peace-educators, War Studies is for real. It is only for boys, of course: issues about equality of sex-bias do not sully this area of the curriculum. As long as you are aged 13 and male, you can participate fully - provided you go to the right school.

It is encouraging to note that War Studies in schools is an area where Britain still leads the world. The boys and their teachers wear real army uniforms on one day a week. And they handle real weapons. By comparison, organizations such as the Pioneer Groups in Eastern Europe come a poor second to our Combined Cadet Forces.

It is doubtless a matter of widely-felt regret that "the cuts" are impinging slightly even in this important area of the curriculum. Nevertheless, the report for 1981 states "Camps and courses have been many and varied despite the cutbacks in MOD spending, and all have been well attended". Boys were able to go to courses of camps in the New Forest, the Norfolk Broads, North Wales and the Lake District.

Everyone who believes in the importance of this part of the curriculum will be glad to hear that these rural areas, so often in the past described as peaceful, are at last being put to really good use for curriculum development in War Studies, rather than left for the use of peace-educators.

The fieldwork is, of course, the most exciting area of War Studies. Activities include "range work with modern weapons" - doubtless an ideal way of making boys into real men. There are "demonstrations of the work and equipment of an infan-

try battalion". The 38-hour field exercise is particularly rewarding: individual pupils from this school were selected for visits to Glencolm, Lisbon, and even the United States.

Teachers and senior pupils are praised for their long hours of work. And, "despite several junior officers moving on to new teaching posts... there are sufficient men to fill the vacancies and to keep the establishment up to strength". Cooperation in War Studies is clearly a strong point in one's curriculum when applying for a first teaching post, and a means of securing promotion, too.

Rhodes Boyson has called a teachers' "to teach pupils the difference between Right and Wrong". Battlecraft and War Studies are an effective means of fulfilling the admirable aim of education. The amount of funding provided by the Government for War Studies is a clear indication that they consider it a priority area in education. It is a time that the generosity of the Government in supporting this area of the curriculum is more widely recognized.

Much of the money goes to pupils in independent schools: this is an exceptionally kind and generous aid. At a time when Government funding for development education has been cut by almost 100 per cent, and many other areas of the curriculum have also suffered heavy cuts, the cuts for War Studies have had negligible impact. It would be a gesture for everyone who accepts the vital need for War Studies in the curriculum to write to their MP and urge the Prime Minister to support this cause. Those who disapprove of such activities, on moral or on financial grounds (or both), may also wish to make their voice heard. I count myself as one of them. Why has the "Great Curriculum Debate" ignored this area of the curriculum?

David Wright is a lecturer in education, Keele College of Education, Norwich.

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Peter Lawley explains why schools need to devise a system of timetable loading to spread the work fairly

The hierarchy that keeps experience out of the classroom

One of the best clues to the way a school treats its staff is in its timetable. The spread of those blank squares - non-teaching, free, preparation, administrative, cover, marking or daily periods - tells all about hierarchies, rank, and where you stand within the system. The only thing which cannot be discerned is whether such time is necessary or used efficiently, even though its existence may effectively remove several staff from ordinary teaching.

Now that pupil numbers are starting to shrink, and staff are getting fewer, the management structures created for larger schools must come under scrutiny. As far as non-teaching time (NTT) is concerned, pressure will increase upon all staff to spend a greater proportion of their week in classroom contact. For those with management functions, there will be less time to spend on things which used to distinguish senior staff from the rest. Such a state of affairs may amuse the "have nots" at the expense of the "haves" but it does not help to establish the exact NTT requirements of administration, as well as NTT-serving needs for classroom teaching in a particular school.

Non-teaching time is for dealing with pupils, parents, administration of departments, and problems which cannot be coped with in normal class time. Unintentionally, its effect is to create hierarchies which can keep experienced teachers take on a greater share of face-to-face pupil contact. This does not remove the fact that the concession senior staff receive is often totally inadequate. Time is never enough to give support needed for pupils' personal problems of the magnitude faced by urban schools, overseeing Mode III moderation, and the rest of a typical job specification for someone on a higher pay scale.

Teachers are the most sought after aid that VSO is looking for says Susan Thomas

Voluntary Service Overseas (VSO) is not what it used to be.

Time was when it provided a year out for new school leavers. Nowadays the accent is on maturity, experience and skills and, above all, on the ability to teach those skills. Applicants should be between 25 and 70, the literature says: married couples may be accepted if both have a skill to offer, and if there are no dependent children.

In fact, most volunteers are in the 25 to 33 age bracket, but there is a substantial and increasing number of over-50s, many of whom have taken early retirement. "We wanted to do something that just wasn't available when we were younger, make our contribution to a better world," a businessman in his late 60s explained, as he prepared to return for a second stint developing a pig farming cooperative in Tanzania.

Is VSO an opportunity for the early retiring, over-redundant teacher? Certainly formal classroom educators are the single most sought-after aid the Third World needs from the North. Of the 900 or so volunteers currently working in the field, more than half are in education, and of these a substantial number are teachers.

Because postings are so varied, it is impossible to generalize. VSO get round this by publishing numerous booklets detailing the many different "lives" of a number of volunteers, and introducing candidates to returners who have worked in the same field and the same country anywhere from Papua to Peru. "Adaptability" is the order of the day. A teacher might go to a well-equipped city high school working with A level science students, or a small town training college turning primary school leavers into primary teachers. They might equally go out in the bush, teaching the basic life skills (health education and nutrition) to the village children and, at the same time as supervising the construction of a community clinic or latrine, help to do without educational



A teacher might teach the three Rs to village children, at the same time as supervising the construction of a community clinic.

frills and, even in cities, to view electricity and constant running water as an irregular blessing. Home may be an air conditioned flat or a thatched wooden house. Bathrooms vary from the tiled, drained, shower-fitted sublime, to the privacy of four walls and a bucket with a hole in it.

Under the terms of the agreement between VSO and the employer, volunteers are entitled to accommodation with a bedroom of their own and basic furnishings, the local rate for the job, free flights out and back, three weeks' annual leave, the necessary tools, transport and medical expenses. Language and orientation training is provided, as are outposts and equipment grants and help with superannuation, National Insurance or endowment insurance payments.

The volunteers I spoke to said they quickly got used to the new conditions. They feel that so long as you had plenty to do the heat was quite bearable; that the fruit, countryside, wild animals are often indescribably beautiful; and that the gaiety and friendship of the people they worked with had made it one of the most worthwhile experiences of their lives.

What opportunities are there for teachers? Perhaps the greatest demand is for teachers of



Few jobs take in the constant pressure and demand a class makes upon a teacher.

and plan for their own effectiveness more fully. Yet this is precisely what could be lost by a rigid time allocation written into a contract.

What is at stake is how teachers feel about their work, not the exact length of "class contact time" or "duty hours". The sort of quality of a teaching day in which commitment and sensitivity to pupils grows cannot easily be measured. Because such a value is subjective, it is likely to be ignored by administrators and negotiators.

Schools need to devise a system of assessing timetable loading, in order to promote fairness. The first job is simply to count the total number of pupils taught by one teacher in a week, and then to look at particular configurations of subjects taken in a day by an individual pupil. If, for instance, an option constantly attracts low numbers, while a "core" subject is always taught by one teacher with a full group, then the staffing policy should take note of the classroom pressure and marking load variations between staff. The introduction of new courses, development of teaching for handicapped pupils in ordinary schools, and duties of the form tutor, are responsibilities which should attract a time allocation over and above the usual teaching load.

Improvements should be made in timetables

Third World: point of view to help the helpers

English as a foreign language, for special purposes (medicine, engineering, law etc) and as a secondary examination subject. After English, maths, physics and domestic science are the three most wanted subjects. Staff with primary qualifications may find work in teacher training colleges or in secondary schools. If they have the right A levels, and there is an increasing need for people to work in curriculum development.

Because VSO is primarily concerned with community-based projects which help the underprivileged majority, rather than with staffing a few elite Westernized public schools, teachers can find themselves setting up craft workshops, advising on the establishment of community business enterprises, perhaps a local newspaper, CDT, business studies, arts and crafts, or domestic science all take on a new emphasis in the Third World.

When the day's work is done volunteers are often expected to contribute to the life of the community, as football or tennis coaches, or leaders of folk and pop groups. Surprisingly, the favourite popular cultural export from our chilly shores seems to be Scottish dancing.

Links between teaching projects and the real world are much closer than in our system. This, in turn, produces its own problems. Volunteers are asked not to interfere in the internal politics of the country, on the grounds that to do so would jeopardize the future of VSO in that country. Yet by educating the

to relieve stress wherever possible: "deskwork" lessons such as French, history, or maths, need to be spread evenly throughout the week. Bad timetabling can make a class which is quite pleasant to take first thing in the morning almost unteachable by the end of the day.

A "pressure rating" could be established to compensate those by necessity forced to take difficult runs of classes. Such a system would be fairer to teachers forced by circumstances to work harder as well as providing the timetable with an incentive to avoid unsuitable combinations whenever possible. Overloaded teachers are loath to complain for fear of appearing inadequate. Faults in a system are usually rationalized as individual shortcomings, and serious discussion dissipated.

If we could start to talk about what a teaching day is like in the sort of terms to which the majority of the profession can agree, we should be moving towards discussing real productivity in schools. This might mean asking some very uncomfortable questions about the effect that a teacher's morale has upon pupils. Even more uncomfortable might be the answers that the pressure society puts upon its teachers regulates the standards of service children are likely to receive at school.

Peter Lawley is head of English, Sir Leo Schultz High School, Kingston-upon-Hull.

Susan Thomas

people volunteers can make it clear to them that their problems are sometimes the direct result of misgovernment.

For example, when the government of the Philippines allows entrepreneurs to claim foothold lands, pushing the free-ranging local tribes ever higher onto poor terrain where game is scarce, and their traditional slash and burn culture inadequate, it exposes them to all the problems of malnutrition and disease. An increased understanding of nutrition, health and agriculture inevitably leads the tribesmen to question the government's action and poses a nice problem for volunteers.

It is an experience which tends to give the thoughtful volunteer a new perspective on life at home too. "It's not just that you become impatient with so many of the trimmings of Western life," I was told by one, "and not only that the quality of life at home seems so much less than it was in the bush. You begin to question the whole direction of Western society. You see money being spent on armaments which should be used for housing and community care, talent held back by the hierarchical structure of our institutions and, above all, the destruction of our close-knit communities."

Nobody comes home unchanged. Some volunteers sign on for another stint with VSO, often to complete a project which they inaugurated; others become involved with community work in Britain. But what of the returner who hopes to go straight back into the classroom?

Few leave now give leave of absence, so they find themselves queuing for jobs. Heads differ in their reactions. Some feel that time out is time lost, that teaching overseas is not teaching at all. Others believe that a widely experienced and refreshed teacher is an asset to the whole school. VSO's experience is that in the end everyone finds a place.

VSO is recruiting for September 1982 now. For further information, contact 9 Belgrave Square, London SW1, tel. 01-235 5191.



SCHOOLS BELONG TO FAMILIES

Sara Parker visits a Surrey school where parents run a playgroup, have their own common room, take classes, make entries in pupils' files and may soon have a say in what is taught.

Between the ages of five and eight, Terry Hales can add his own comments to his school record card which will follow him throughout his school career.

Terry was one of the first pupils at St Anne's County First School in Stanwell to take advantage of a system which encourages both pupils and parents to write their own reports alongside the assessments made by teachers.

The pupils dictate their remarks to head teacher, Elsa Davies. "These exchanges are very quiet and private. More like conversations with long pauses. I am always afraid to speak because I could so easily put ideas into their heads and destroy the object of the exercise which is to elicit a response that is uniquely the pupil's own."

"Teachers have a certain expertise, but we need to work together with parents as a team," Elsa Davies said.

The result is helpful both in school and at home. One teacher, Margaret Bryan, remembered the case of a boy in her class who was not working hard enough. "I got terrific feedback from the mother. She wrote a full side explaining that he was the sort of child who was interested in so many things that he could easily get fed up if his interest wasn't sustained."

But only a small percentage of parents use their right to contribute to their children's record cards. Margaret Bryan said "A lot of mums wouldn't put pen to paper, perhaps because they don't like expressing themselves

in writing, or maybe they can't spell very well."

St Anne's catchment area is made up mainly by a large council estate and an even larger housing scheme for airport employees. It is a social priority school situated on the doorstep of Heathrow, although it has little experience of vandalism or the other problems of its counterparts in the inner cities.

A strong sense of community in the area is evident among the friendly groups of parents waiting in the school corridors for their children to finish for the day. It is a feeling which extends into the classroom, and most parents said they were able to talk freely with teachers about problems concerning their children.

The teachers go out of their way to keep parents fully up-to-date with what their children are being taught. Mrs Bryan recently ran a coffee morning class for over 40 parents to explain a maths course being taught in her class of five-to-six year olds. "Parents tend to judge what their children are learning by what they did themselves at school. If they understand the new methods, they not only gain confidence in us but are also more able to help their children at home," she said.

In all areas of schoolwork, parents are encouraged to help their children where possible, and there is a library of educational games and puzzles which can be borrowed and taken home. As one parent said, "If you come to school and get involved, you can learn so much about how to help your child. If you

can't come, it leaves a void."

The pre-war brick building with its increasing number of empty classrooms provides home for a multitude of schemes. Nearly two years ago, two parents took over one of these classrooms to set up a pre-nursery group called the Ladybird Club.

For a nominal fee of 10p each, 20 or more mothers bring along their pre-nursery school youngsters, and even babies, every morning. The group also provides an ideal meeting place for mothers. "There is a chance to talk to other mothers instead of sitting at home, indoors, alone," said one.

The presence of the parent does not always help. Mary Atrill, assistant in the 20-place nursery, felt, "A lot of children behave quite differently when their parents are there, and if, for example, their mother has been once, they expect her to stay all the time."

In spite of such reservations, the nursery class relies on the help of two mothers at each of the morning and afternoon sessions, and also has parents who run cooking and sewing classes for groups of six at a time.

It was involvement with these nursery groups which led Carol Sullivan to take similar classes in the first school when her daughter, Karen, moved up. But even her two-year commitment to St Anne's had not changed her view that "there should be a member of the teaching staff taking the groups which I have. Someone who is paid. I only do the classes

because I don't want to see the children leaving without."

Elsa Davies said, "Even in an ideal world where it would be possible to have members of staff to take over, I would still prefer to have parents to take these complementary roles because of the degree of involvement."

St Anne's now has eight full-time teaching staff compared with 15 when Mrs Davies first arrived in 1974. The roll has dropped to around one third to just over 180 children.

As part of the community, however, the school has grown, offering over a dozen education classes from flower arranging to yoga to shorthand and child development studies. Many of the classes are taught by individual parents.

Pia Harris, whose children are now both at middle school, still feels a desire to come back to St Anne's. It was there she found the ability to "go to a teacher as a friend" support when her youngest daughter became ill with rheumatoid arthritis.

"The doctor told me I was mistaken as there was nothing wrong with her. But she was completely the opposite of her normal self. I came to her teacher who helped me help immediately rather than letting things on and get worse."

Elsa Davies soon decided parents needed a room of their own in the school. An empty cloakroom was converted with the help of donated carpets, furniture and a small set into a comfortable parent's rest area where they can sit and chat over a cup of coffee.

"The school belongs to the family and is a function for parents as well as children," Ms Davies says. She knew some teachers were afraid that parents would overstep the boundaries but said "they rarely, if ever, do."

Her own staff, however, seemed to be behind her in one of her latest and most ambitious plans for increased involvement of parents with the setting up of a school play group which will give them more say in how St Anne's is run. "I believe that parents are a child's best teachers," Mrs Davies explained. "They do a wonderful job before school and should continue to be asked for help and advice during the rest of their child's education."

at school, he/she is your next port of call."

When my daughter had to go into hospital was given a booklet by the ward sister which after several pages of necessary and helpful information about hospital routine, included a paragraph outlining the procedure for parents and relatives in case of any complaints. It was not out factually and unemotionally, and in no way undermined my confidence in the surgeon.

● I rang the DfES in London and asked for the Brighton number. "Who are you?" I asked. "Well, I'm ringing from Sussex University," I began, but before I was able to declare myself to be a researcher, student, or subversive (a lady, the voice cut in "oh, that's all right then - I'll let you have it, only we don't usually give telephone numbers to the ordinary public...")

When people sense that something is being hidden from them, the natural reaction is to assume that the something is slightly shady. Many of the niggling anxieties about schools harboured by the "ordinary public" stem from misinformation and ignorance, and there is never a shortage of sensational stories in the newspapers ready to feed those anxieties. The correct response from those who know and care about schools is not to rush into the county hall bunker and slam the door.

In spite of some extremely severe problems faced by teachers and L.E.A.s struggling to cope with social and financial difficulties and conflicting educational philosophies, there have some good schools turning out fine young people. It is not advocating complacency to believe that those responsible for education should not be afraid to say so. "The way of all of earning public confidence," Tony Becher, "is the most direct. Namely, to be clearly seen as doing a good job."

comment upon our public services? The limelight that a truth so startlingly obvious should have become so bafflingly difficult to accomplish.

Julia Knight was Research Fellow on the Sussex University of Sussex Accountability in the middle years of schooling project and part author with Michael Erwin and Tony Becher of Policies for Educational Accountability published by Heinemann Educational. She is now teaching again.

Making connexions

The way some schools communicate with parents seems calculated to make them think something shady is going on says Julia Knight

Thousands of contacts between teachers and parents take place all over the country, all through the school year, ranging from formally arranged consultations about examination choices to hurried words at the classroom door about lost gym shoes. These important exchanges are a crucial element in educational accountability. Teachers are not usually trained for the public relations aspect of their job and the manner in which they converse with a parent can affect that parent's trust in schools for a very long time.

"I don't go up there now," one mother said, firmly. She had felt "put down" by the head at their last encounter. She still had five years to run as a parent of a child in that school, during which time there would doubtless be many opportunities for her to tell other parents, as she told me, that the head "makes you feel thick" and that the teachers "don't know what they're talking about". Of such stuff are reputations made, and the reputations of schools are, of course, another critical factor in educational accountability.

Parents and the reputations of schools, however, represent only part of the whole accountability picture. While it is true that teachers, enjoying considerable autonomy in curriculum matters, are seen as the prime determinants of what schools produce, many of the successes and failures of teachers stem, in part at least, from decisions taken elsewhere by people who are much less immediately accountable.

Darren's inability to read at seven years of age is blamed by his parents, upon his teachers. It takes a sophisticated and above all an informed person to connect what is available in Darren's school (an outdated reading scheme; absence of diagnostic and remedial help; an oversized class) with what the politicians are doing, or with the process by which

Darren's teacher was appointed.

The teacher may be struggling with facilities and conditions over which she has little control, yet for which she is nevertheless expected to be answerable - and her problems are compounded if she happens to work in one of those areas of the country where teachers were instructed, during the early rounds of the cuts, not to criticize their local authority employers.

Making connections between the different components in education is a sophisticated exercise, especially when many of the components are deliberately separated by the protagonists. Indeed, knowledge of their very existence is often concealed by those whose own interests would seem to be better served by wider public knowledge.

This concealment may not be intentional: it is probably no more than an inevitable consequence of the anonymity and reticence natural to national and local government employees at all levels. There are times, however, when the effects of modesty can be absurd.

Public concern about education is a perennial fact of life, and concern is not necessarily synonymous with criticism or hostility. Concern needs to be recognized by all who have responsibility for schools as a healthy stimulus, not a threat, and it is misguided to respond to it by hiding those very mechanisms that already exist to oversee and maintain standards. The Sussex Accountability in the middle years of schooling project threw up some examples of this.

● A parent whose nine-year-old came home from school and reported that he had taken "some exams" was curious to know what these were. (There were, in fact, standardized cognitive ability tests given to all the children in the county of her son's age.) She asked the headmaster why her child had taken these tests, and what happened to the results. She

was told that this was "confidential information for the local authority".

One perfectly valid reason for instituting these county-wide tests was to help the advisory service to identify and remedy problems in particular schools which appeared to score badly. Is that an exercise which gives cause for shame? Obviously, problems could arise if individual results of such tests were published, but would not the knowledge of the existence of such a screening process serve to enhance rather than diminish parental and public confidence?

● Parents of children at a village school received a note informing them that the school was to be closed to enable staff to have a day's conference. "Why can't these teachers talk to each other at break and lunchtime?" was the comment of an infuriated mother, whose own working day was to be disrupted by the closure. She discovered (in a roundabout manner) that the closure was to enable the staff, and an adviser, to spend a whole day revising and reworking science teaching throughout the school, and should result in a marked improvement in this area of the curriculum. "Well, that makes it worthwhile," she said. "Why didn't they tell us that in the note?"

● A teacher was having considerable difficulty with an extremely disruptive child, and receiving little help from a rather remote headmaster. "Haven't you had any help from the adviser?" I asked her.

"Do tell me, what are advisers? How does one contact them?" Her question highlighted the lack of liaison which can exist among professionals themselves - those who actually are supposed to know of the existence of the many and excellent educational back-up services available.

Most parents, of course, have no idea what an adviser is. Why not? Would it be too risky for staffroom noticeboards and brochures for parents to carry the information that "the adviser with responsibility for this school is X, his/her office is at Y. If you have a problem or inquiry that cannot be sorted out satisfactorily

The recent debate on playgroups versus nursery classes seems curiously old fashioned. Instead of nurturing antagonisms between state and voluntary provision, it is now possible to investigate in some detail the strengths of each sector so that excellent practice can be shared across the board.

We have been involved in two studies in Oxfordshire - one not yet published - which found that there were important differences between playgroups and nursery schools and classes. Both studies were based on systematic observation of what children actually do and say in the playgrounds and schools.

The most recent (by Sandra Jowett) focuses on working-class children. It studied 90 children, and investigated whether the type of pre-school group they had attended affected their behaviour when they went on to infant school. The 10 schools they went to were paired on the basis of size and type of catchment area. One in each pair had a nursery unit, the other was fed by a playgroup.

The children were matched in terms of sex, father's occupation, birth order, age and family structure. Each child was observed for two separate 20-minute periods in the second half of their first term in the infants, and again for two periods six months later.

An observation schedule was used which notes every half minute what the child is doing, who with, and what talk takes place. The record provides a basis for assessing various aspects of children's talk and activities, such as independence, social competence, and the richness and intellectual "stretch" of their play and conversation.

A major finding was that when nursery children went on to the reception class, they were more likely to engage in challenging play than playgroup children. By challenging, we mean creative or imaginative play where something novel is produced, or where complex activity involving the combination of several materials takes place.

The difference was particularly marked when children were playing independently - and the ability to get on independently is important in school. The nursery graduates also chose to spend more time on formal educational activities, such as writing, looking at books, and playing number and educational games.

They were twice as likely as the playgroup graduates to persist when in difficulty -

HEAD START IN NURSERIES

Kathy Sylva and Sandra Jowett on new research showing that nursery classes are better than playgroups at launching working class children into school.

whether the difficulty was putting on an apron or finishing a hard puzzle. The playgroup children spent nearly twice as much time near the teacher, frequently asking for help. In spite of this, the nursery children spent as much time in extended talk with their teachers, and were more likely to use the time for general social or educational conversation rather than discussing details of classroom activities and management. The nursery graduates also spent more time in rich extended talk with other children.

After six months, the differences between the two groups had narrowed somewhat. But the nursery graduates still kept their lead, and their liking for more challenging play. On standardised tests the differences were less marked. Only a test of verbal ability showed significant differences between the two groups, with the nursery group again in the lead.

An earlier research study for the Oxford Pre-school Research Group suggests possible reasons for these differences. (*Childwatching at Playgroup and Nursery School* by Kathy Sylva, Carolyn Roy and Marjorie Painter, 1980). It used the same observation technique to study the activities of 120 children in playgroups, nursery schools and nursery classes.

It came to the comforting, but banal, conclusion that "the three kinds of centres provide competent, often imaginative education and care." But it also found that children in playgroups and nurseries spend their time in different ways.

The playgroups had more than their share of gregarious children who played in largish

groups, whereas in the nurseries children were more likely to play in cooperating pairs. There was the same amount of talk in all the groups - but more sustained conversation in the nurseries. The playgroup children spent more time near adults than the nursery children - but no more time talking to adults.

Playgroup children spent more time in adult-led activities and less on "school readiness" activities such as matching and sorting games, and templates. In this study, it was the playgroup children who went in for more imaginative and challenging play. But the playgroups concerned catered for a middle class group, whereas the nursery intakes were more mixed, so the difference may have come from home rather than pre-school experiences.

Although there was no such thing as a "typical playgroup" or "average nursery", these differences between the two kinds of provision showed up consistently. They may well be linked to differences in organisation and staff training.

Nursery children attend for at least five sessions a week, and have more chance to get to know each other well enough for extended play and conversation in pairs. And a decade of in-service work on strategies for talking to young children has alerted nursery teachers to the pleasures and benefits of conversation with their charges.

Sandra Jowett's findings add to the body of recent research showing the same, but not all, pre-school experiences give children from disadvantaged educational backgrounds the head start in their school careers needed to intervene

in the well-documented cycle where inferior school performance leads to inequality in jobs.

Most previous comparisons of the relative merits of playgroups and nursery schooling have been based either on personal impressions, or on research studies which took very small samples and failed to match children on important family and social features. We publish our results, not to add to invidious claims for one side or the other, but to examine more rigorously the strengths of each provision for different children.

It is clear from the studies that professional staff have much to contribute to others who work with under-fives. It is also clear that voluntary playgroups will not, by dint of parental involvement, magically answer the needs of children who come from working-class homes and for whom social statisticians predict low school achievements.

Sandra Jowett's findings show clearly that attendance at a nursery for a relatively small part of the day can have an impact on working class children not only in the first term at school but also six months later. That these children's potential can be more fully developed in a state-provided nursery has important policy implications.

We would certainly not want to conclude that only nursery units can cater effectively for working-class families. Imaginative new forms of provision are springing up which bring together staff with wide and varied experience.

The playgroup movement has added vitality and strength to pre-school provision, with its volunteer enthusiasm and its view of parents as "experts" in their children's education. The state sector has learnt a lesson from this and its nurseries are beginning to include parents as partners.

Greater cooperation between all who work with young children is needed so that the strengths and strategies of the various sectors (including child-minders and day nurseries) are examined, debated and incorporated where appropriate. Rallying cries that "Provision X is best of all" will impede not only local cooperation but also the development of an exciting pre-school network with diversity of provision and parental choice.

Kathy Sylva is a lecturer in psychology at Oxford University. Sandra Jowett is a research officer at The Slade Hospital, Oxford.



Anyone who ventures into schools offering advice, help or comment faces a credibility problem. Advisers, college lecturers, and other teachers all tend to suffer from the widespread belief in school staffrooms that their problems are unique and only likely to be solved by someone who knows "our children" and has seen what it is like to attempt to teach them; in short, has "suffered as we have".

A would-be consultant may find very real advantages in spending some time establishing himself as a teacher, plain and simple before he starts on any consultative activity. If he does not do so, he may well not be taken seriously by many clients.

I have just completed a year as a consultant in a secondary school which is just about to become a middle school. The head and the staff foresaw problems and asked me for help. I spend the majority of my time running in-service courses for middle school teachers and have some knowledge of a very large number of middle schools spread over a wide area.

Preliminary discussions revealed considerable differences in perception of a consultant's usefulness. I believed that my knowledge of the management of change and my experience with other schools which had undergone reorganization would be useful. The head saw the potential for replacing staff so that they could visit other middle schools as the primary benefit of such an arrangement.

The staff reception was mixed, though it was helped by the fact that I already knew a number of them. Most concurred with the head's view that allowing them to visit a variety of middle schools would be useful. Some just fancied a day out of school and a few were cynical and simply did not believe that the consultant would survive a year of their kids - even on one day a week.

The adviser concerned saw the relationship as a threat to her authority in the schools and was only with great difficulty persuaded that this was not the intention.

Both head teacher and adviser were extremely dubious about the project being used for research and any attempt to systematically moni-

BREAK AWAY

When education lecturer Graham Williamson offered his expert services to a school for one day a week he found he was the one who benefited most.

tor the scheme was ruled out. They were keen that the consultative relationship should be exploited by the school for the school and that staff should not be used as "research fodder". The project was, therefore, an act of faith from the outset. Others more fortunate may try to repeat the experiment in circumstances more favourable to researchers.

Eventually after much discussion, a contract was agreed reading as follows: "The proposal is that... should spend Tuesday of each week in the school. He will keep normal school terms and normal school hours.

He will attempt to do four things:
a. Act as "consultant" in the staffroom and around the school for those teachers who want to, and expect to, stay with the school when it goes 9-13.

b. Arrange periods of experience in other schools for those who want to see how other 9-13 schools work and who want to work with other teachers.

c. Replace in the classroom, where possible, the teachers who wish to go on these visits.
d. Keep a brief record for future reference."

In my experience the more unambiguous and explicit the contract the better, for it is essential that both parties clearly understand from the outset the nature of the relationship they are proposing.

The drawing up of such an agreed, public contract with a school is necessarily a complex and long-winded process. Head teachers, school staff, advisers and members of the

consultant's own institution all must know of proposals well in advance of their execution. They need time to modify the proposals and they must know when being consulted that the consultant is prepared to modify proposals in the light of their advice.

Eventually the scheme was agreed and it was formally introduced to the staff at a staff meeting in the autumn term.

During this term the first few volunteers came forward and an anonymous genius labelled the project "the Tuesday Away-Day Scheme". However comely it is as a title it has proved infinitely preferable to "Consultancy".

The first volunteers were, with one exception, relatively junior members of staff. The "establishment" held back and waited. The scheme, from the outset was entirely voluntary and, in the first term there seemed a distinct risk that it might peter out after Christmas.

This proved not to be the case. As the cynical realized that this scheme really was permanent, more and more volunteers "button holed" me in the staffroom or the corridor.

As a secondary development, proposals gradually became more specific. A group of teachers with a year responsibility used the time to arrange liaison meetings with feeder schools. Others looked for visits to schools which had developed reputations in specific areas - science with young children, resource centres, music etc. . . . Both deputy heads took time out to consult their opposite numbers in

other schools which had been reorganized.

As I became established as part of the staffroom scenery, I began to be consulted about educational and curricular matters they thought I could help with. A good deal of this work was fragmentary, uncoordinated and achieved over cups of coffee at break-times and in the short periods after school when staff relaxed before they went home.

The achievements over a year have been modest. Thirty-one teachers have visited other schools and talked to other colleagues, many of whom have themselves been reorganized recently. Between them they must have accrued some useful knowledge which must help them to cope with their own problems.

A few of them have used the time to solve specific problems, begin the reorganizing, visit and get to know their new children. Some have been led to consider ideas and ways of organization which were quite new and some have been reassured by their contacts with other teachers. As a staff they have built up a network of contacts that should prove useful in the future.

For me the experience has been invaluable. It is a rare event for anyone to take all the children in a school, albeit briefly. It has been an interesting experiment to venture into almost every curriculum area. Though the performances ranged from child-minding to new competence it has been a salutary experience for one who spends most of his time working with teachers to spend one day a week face-to-face with their children.

It is good to be reminded just how difficult at times, a group of boisterous 13-year-olds can be. It was a great relief to find that one still could cope and that there are still pleasures in helping pupils to succeed. It is a salutary thought that, as college lecturers go older and more out-of-date consultative relationships may do more good to consultant than client!

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Competitions drew in still more contacts, so did visits to writers clubs and the production of an anthology by six of the best local poets. Most clients have been spurred on to further efforts. One or two have been published as a result of working at Stourbridge.

Clearly, setting the limits to a writer's talents can be as valuable as praising him to the skies. It was useful to create a context for the individual - magazine or radio work, or submissions to local arts magazines. Those few whose love of language and response to words uplifted and inspired were a delight; an enthusiasm shared, a doubt dismissed, and a justification of all the hours spent working in isolation.

All this in vindication of the Arts Council's new intention to make the writer-in-residence work for his money. As a grateful beneficiary of two previous West Midlands Arts bursary awards (in case of take the money and run to the safety of your own study and a promising project to write), I learned the hard lesson of accountability, and this time came out feeling underpaid.

It was also a question of being understaffed. The reading load was enormous, insistent telephone calls a nuisance, disinterested librarians a drain on energy. Children's librarians largely failed to make contacts and arrangements for schools, area librarians were slow to advertise and promote an event. Or, as one library management man said: "we're as much to about do-it-yourself and cookery these days as creative writing."

For future models, and for the sanity of the writer-in-residence, in libraries, there is the following advice:

1. Define the status and the nature of the job to all library employees.
2. Meet the librarians to discuss obligations and commitment.
3. State basic requirements for a good display of posters advertising an event, and a private space for workshops (borrowers browsing along shelves tend to interrupt creative flow).

4. Advertise an initial programme of workshop and advice sessions, thereafter work on a more informal basis.

Cajoling the machinery of local government into a new activity isn't easy. Like teachers deep in the rut of timetabling difficulties and examinations pressure, librarians stamp and catalogue with dour determination. The notion of contacting schools to set up a workshop, of talking to borrowers, or learning what a professional writer may be doing in their library is beyond the job specification and capacity of many.

By the same token, only one schoolteacher responded to the good publicity advertising the scheme. She brought 50 10-year-olds to Gornal Library for a tentative workshop. Don't the real read the schools bulletin or visit their local library? Don't they think children will benefit from contact with a writer?

Dudley already has a policy of calling "gifted" writers from schools to work in creative writing sessions; a bright idea marred by elitism and poor management. These children are pleased but confused. What are they good at? There are no prizes for writing well, no exam to pass.

In contrast, those on the Youth-Opportunity Programme at Brierley Hill work with energetic purpose on community magazines, learning a craft. The official ignorance of, even antipathy towards *Your First Real Headache* and *Intercom* indicates some muddling of priorities within the borough over what constitutes good writing communication.

After four months, I retired shaken but not defeated to my solitary ways. The phone rang less often. Meanwhile, I run private appointments one day a week, and a monthly evening workshop. Later this year, Dudley and West Midlands Arts will extend the scheme for a further four months.

Is it worth it? Yes. The sonneteer and the saga-teller say so. The gas-fitter published a story in *Men Only*. Death to the elitism and aloofness of the writing profession.

British Society Since 1945. By Arthur Marwick. Penguin £12.50. 0 7139 1075 5. £2.95. 0 14 021906 4.

Professor Marwick's latest book is something of a tour de force. He has portrayed the last 35 years of our social history in less than 300 pages, without serious distortion or omission, and presented it in a form digestible and enjoyable both by serious students and by the general educated public.

Like a greater predecessor he divides his material into three parts: Social Consensus 1945-1957; Roads to Freedom 1957-1972; and The Time of Troubles 1973-1980. He also announces three central themes. The first is "What Went Wrong?" or "how so many of the high aspirations of 1945 did go sour". The second is "the great release from older restraints and controls" - changes which, in one of his rare predictions, he calls "an irreversible influence on British society". The third is "the question of whether consensus (if it existed) contributed to a beneficial stability or to an unfortunate stagnation". These major themes, together with eleven minor ones, are interwoven in the three parts, providing a structure based on counterpoint, not catalogue.

In an earlier, more reflective, work (*The Writing of History*, 1970) Marwick identified the virtues proper to the writing on the one hand of social history, on the other of historical textbooks - comprehensiveness and balance respectively. Comprehensive his new book most certainly is. Take the distinctions in which human relations are grounded: on class, race and sex he is long and strong, but he also gives due weight to regional variation and to the "generation gap". Or take the elusive concept of culture: here he is equally at home in all its protean senses, and particularly good on music, drama, painting and other aspects of "high" culture easily overlooked. He also

A kind of virtuous materialism

John Dancy suggests that we get the historians we deserve

moves dexterously through a wide variety of sources, ranging from poetry through film and novels to opinion polls and other monuments of quantification. It is astonishing how much he gets in, with how few detectable errors, and how little of importance he leaves out. Comprehensiveness and selection here walk hand in hand.

As to the textbook virtue of balance, here too he scores a clear pass. It is not that he lacks prejudices. But they are those of any clean-living liberal-minded Hampstead-dweller - he is against urban planning, naturalism in the arts, avant-garde theology and the public schools - and (with the possible exception of the last) they are not obtruded. Only his rather dated obsession with class seems to lead to some imbalance, particularly in his treatment of education. In the little space he allows to education it was sad to find less attention given to maintained than to independent schools (and virtually none given to the curriculum or even to social relations within secondary schools). Yet when he reflects he sees - in what is to me the most interesting judgment in the book - that class is rapidly being superseded by race as "the supreme factor in social inequality"; and his observant ear has caught the "great irony" that at the same moment the "reticence that once enveloped discussion of class has now switched itself to discussion of race".

In general his judgments are nothing if not balanced. Was Britain ungovernable? "The factors that contributed to the ungovernability thesis were . . . But against these can be placed . . ." "If it is true that . . . It is also clear that . . ." "The evidence could be interpreted in two opposite ways . . ." There are times in fact when one could scream for something to get one's teeth into. Granted, textbooks should be balanced. But historians are the people who are supposed to answer questions about the past, not just to ask them.

Here is a paragraph commenting on the important *New Society* survey of 1977 which documented our national preference for "a pleasant life" over hard work and more money.

"Had the British always had such attitudes? If not, how far back did they go? The nation, or at least certain members of it, had certainly shown great energy and initiative in the . . . building up of the Empire . . . and still more so during the period in which Britain became 'the workshop of the world'."

It was in the inter-war years, *J M Keynes thought*, that the British upper-class . . . began to become complacent and unadventurous. . . . after the Second World War this complacency percolated down through the classes of society." (my italics)

The question he asks here is interesting and important. It is all the more disappointing to find a historian offering by way of an answer

no evidence, just a "thought" plus a speculation.

This leads to the main weakness of the book - indeed two connected weaknesses, one of style, the other of content. The style is a curious mixture of the bright and the flat. Some of the bright phrases come off well, e.g. "it is in architecture and redevelopment that we see false promises made concrete". Others just make it, e.g. "a government determined to Hoover into spotlessness the Britain of the slums and Woolworth's spectacles" (all right down to the last three words). Others fail, e.g. the opening sentences of the Introduction: "Nobody has ever said how many ways there are of skinning a cat. Probably there are about the same number of ways of writing a Social History of Britain since 1945" (Why "probably"?). Paradoxically the intermittent striving after brightness only draws attention to the flatness of the whole.

Nor is this just a stylistic point. For with one exception the book lacks grandeur. The exception is the description of the Welfare State as a "truly noble vision". For the rest epic is absent, so is tragedy and even true comedy; the dominant tone is a faded realism. There is much about attitudes, nothing about faith (only about church attendance); much about "having it good", but little about what people lived for, and nothing about what, if anything, they would have died for.

And yet in the long run what I have called the weaknesses of the book may prove to be its strength. For they are the very characteristics of the period which is being portrayed. It is we whose flat lives seek brightness as a substitute for grandeur, we about whom de Tocqueville's prophecy has come true of a "kind of virtuous materialism" . . . which would not corrupt but enervate the soul, and noiselessly unbend its springs of action". Complaints should therefore be directed not at Professor Marwick but at ourselves: we get the historians we deserve.

Bards of Brierley Hill

Secret authors flock to creative writing surgeries but teachers stay away Jenny Oldfield found.

Forget the days when the Arts Council spent money on creating ivory towers for writers-in-residence: the university campus, the life of the leisured academic on a small, secure income, a room of one's own.

That's all gone. West Midlands Arts' latest scheme is to bundle the writer in to the public library system - under local authority leisure and recreation umbrella. Residences in Dudley, with its appointment system, advice sessions and surgeries had more to do with the 90-hour week of the hospital doctor than the rarified PhD.

For four months, chosen on the strength of half a dozen children's books, I put aside work in progress to concentrate on encouraging and informing other would-be writers. My base, a rarely used stack up a spiral staircase in Stourbridge Library, eye-to-eye with this section: *Mr. O. Lord*, and *Veggieville: Mould and Explores* was a shop window into a specially-mixed area with severe employment problems.

Age, education and occupation were meant as no barrier here, since people who write generally borrow books from libraries. They simply walked in to discuss problems of publication, accept advice and comments on their work in complete privacy. From this point of view, the library is the

ideal place for a writer-in-residence.

Response, after publicity on local radio and in the newspapers, was hectic. Closet writers emerged by the score, apologetically clutching typescripts, wondering if their sonnet was any good, or if their comedy romance was right for television. Science fiction to mock heroes; local history to pornography. Clients included: an Arvon fanatic; two schoolgirl poets; innumerable retired autobiographers; a nun researching the Victorian diaries of a local priest; housewives with greetings-card verse; a music student with a book on cycling across the United States; several disabled people interested in journalism and children's stories; and a recently-unemployed gas fitter with a talent for commercial stories. "I hope you're proud-minded," he warned.

Fact and looking on the bright side are essential. Individuals who came to the Stourbridge Office, or to surgeries at Dudley, Halesowen, Brierley Hill were modest, dedicated people who value the rare opportunity to explain their interest. Once confidence is built, workshops can grow where writers share the creative process and comment on each other's work.



Life class

John Rae on a new study of teenagers in California

The Serious Business of Growing Up: A Study of Children's Lives Outside School. By E. A. Medrich, J. A. Rolzen, V. Rubin and S. Heckley. University of California Press £17.50. 0 520 04296 4.

I cannot recall taking up a book with such a strong feeling of scepticism about its worth and putting it down with such a strong sense of gratitude for a case well presented. The authors studied how 11 and 12 year olds in Oakland, California, used their time out of school. The starting point was John Dewey's belief that being educated means integrating the lessons of the classroom with the full range of lessons learned out of school. The connection between performance in school and the influence of home and other out of school experiences is so well established that it is surprising there are so few authoritative studies of exactly what children are doing out of school, and of what experiences they have.

"Children seem to be far more influenced by what happens at home than by what happens at school," wrote Christopher Jencks in his celebrated study on inequality. "They may also be more influenced by what happens in the streets and by what they see on television."

For the Oakland project the children's out of school activities were divided into five "domains": children on their own and with friends; children and parents; jobs, chores and spending patterns; organized activities and television. The data was collected from the children themselves, not - as is usually the case - from adults who think they know what children do, out of school. The authors describe their findings in a clear, unpretentious way, their style mercifully free from jargon.

Their conclusions are sane, interesting and modest. With no axe to grind they set out to establish the facts as accurately as possible. But this is no dry analysis of statistics. The text is rich in insights into the lives of children and into the problems and limitations of modern parent-

with 10 per cent of other ethnic groups. But the white population is aging and falling so that in the school system the whites are a minority, concentrated in a few schools.

In Oakland, as in London or any other Western city, parents have less time to give their children or perhaps just less inclination to give time. Almost all the children in the survey said they would like to spend more time with their parents. But the facts of late 20th century life are against them. In less than a quarter of the families surveyed was the familiar and traditional pattern - father working, mother at home - still true. The working mother, once a characteristic of low income groups, is now the norm across the economic spectrum. But that does not fully explain the decreasing contact between parents and children; the survey shows that all mothers, not just those who work, now spend less time with their children. Perhaps parents are just tired of bringing up children. "I sort of look forward to the day my kids are grown up," said one parent. "Then I won't have to have such a guilty conscience about neglecting them."

The absence of contact with parents does not lead to delinquency among the 11 and 12 year olds of Oakland. But it seems that the seeds of future trouble are being sown, particularly among black children. The latter read, less, are more easily bored, are more likely to watch television because they have nothing better to do, are less likely to save money, are more likely to have parents who are permissive about meal times, and so on. The authors note about meal times, without harping on the ethnic differences, "without harping on the ethnic differences, less opportunity and less encouragement to use it fruitfully. For these children even the black sportsman is a trap. Their heroes are black sportsmen, but the heroes have made good as professionals. But the chances of real success in this field are far fewer than the children imagine and they neglect their education for what turns out to be an impossible dream. The Oakland study underlines the depressing truth that disadvantage feeds on itself. Even when it comes to watching television, black children are more likely to become "heavy" watchers. But this is the dominant out of school activity for all ethnic groups. The children watch an average of 30 hours a week, about the same time they spend



in school. Only if there is a white, well-educated mother not in the labour force is there any chance of significant parental control of viewing.

Few people doubt that children watch too much television but there is little agreement on why this is so or on what the consequences are. This study suggests that television does not simply displace other activities but fills a vacuum caused by the decreasing parental involvement in their children. In other words the decrease in parental involvement preceded the increase in children's viewing.

The authors acknowledge that the evidence of the negative effects of television are inconclusive but they make two points that are particularly valid. The first is that the principal danger lies not so much in the behaviour it produces as in the behaviour it prevents - the family activities and so on. The second is that television is so easily

available and so little controlled by parents that the choice process - compared with that for other activities - is attenuated. Children lose the ability to make a choice. This is especially true in those homes where the set is on most of the time. This is most likely to be true of low income families and is true of twice as many black families as white. The children who have most to gain by making an effective choice - the children with the poorest life chances - are the ones who have the least hope of making a choice. Enthusiasts for breakfast television please note.

These are only some of the ideas provoked by this wise, thoughtful and thorough book. It would be interesting to see a comparable study of the out of school lives of British children in one of our cities. Without this sort of information our views on a variety of matters, from educational failure to civic disorder, are likely to be imperfect.

[illegible]

Whose language is it anyway?

Roy Blatchford on English course books

Oxford Secondary English. By John Seely. Oxford University Press. Book One 0 19 831133 8. Book Two 0 19 831135 4. Book Three 0 19 831137 0 £2.50 each. Teacher's Books. 1-3. £2.75 each. Comprehensive English. Book Three. By James McGrath. Holmes McDougall. £2.35. 0 7157 2029 5. Network. By Keith Hurst and John Simes. Hodder and Stoughton. Book One 0 340 25768 7. Book Two £2.50 each. 0 340 25769 5. Longman English. By R. B. Heath and T. McSweeney. Longman £2.75. 0 582 22184 6.

During the past three decades the traditional English course book has shown few signs of going out of favour with classroom teachers and hence publishers - or is it the other way around? - despite repeated calls from advisers, language experts and official reports that many texts are both outmoded and even harmful to children's incremental language development. Since Ridout's *English Today* took root in the fifties there has been a succession of best-sellers, from Rowe and Entmum's *English Through Experience* and Mansfield's *Art of English* in the sixties to Rhodi Jones's *New English Course* of the seventies.

In truth, any number of these familiar texts purvey a model of language which can lead to the relentless analysis and exploitation of bits of language, and can encourage

teachers to view "knowledge" as a fixed entity lying outside the learner with unalterable norms of right and wrong. Frequently the contents and approach necessitate a class of diverse learners underlining the same activities, regardless of individual needs. There is the assumption that children's interests graduate from bonfires, ghosts, pranks and spectacle at age 11 to war, dramas and traumas at 15 and 16. Furthermore, as some commentators have rightly claimed, it is implicit in much material that members of the class are white, predominantly male and live in the countryside; "their interests in other cultures and city life is generally limited to exotic and negative situations".

John Seely's *Oxford Secondary English* happily steers clear of the worst pitfalls embodied in its many predecessors, and is clearly destined to win a sizeable share in the course-book market during the eighties. With an obviously substantial investment behind it, the publishers have produced a best-selling formula: a wealth of extracts and follow-up exercises, a keen awareness of classroom audience and mixed-ability, splendid illustrations, attractive page design, robust binding and, crucially, a format which is accessible to specialists and non-specialist English teachers alike.

The 188 page volumes each contain a major section of thematic chapters and a supplementary 30 page collection of basic language skills, from punctuation and letter writing to syllables, prefixes and dictionary usage. The juxtaposition of

fiction and non-fiction extracts is imaginative, and a distinctive feature of the series is the inclusion of several "Specials", extended topic units ideally geared to classroom projects. Coze passages, word puzzles, a variety of "new" comprehension approaches, a handsomely diverse selection of prose and poetry, a teacher's book with comprehensive instructions and further suggestions - John Seely has assembled an impressive package incorporating many of the best ideas and materials discovered and developed by English teachers in recent years.

That said, there is an uneasy, often untidy link between what follows-up work is included in the pupil's book and what is printed in the teacher's manual; some of the topic titles are horribly familiar - *Animals And Man*, *My Hero*, *Friends And Enemies*; while for a series which is likely to be with many schools well into the next decade there is a depressing shortage of extracts from the best of our contemporary fiction - Marjorie Darke, Robert Leeson, Jan Mark, Bernard Ashley, Gene Kemp and Jan Needle are not to be seen.

Material appropriate to third-year teaching is still in short supply, a situation scarcely improved with the publication of *Comprehensive English 3*. It pursues the same rigid format of the previous two volumes, evidently assuming that language development takes place in a strictly ordered hierarchical way, that pupils are ready for the full-stop and noun at 10, the semi-colon and adverb at 11 (and not before).

The entire approach is eminently

"safe" for the teacher but inevitably precludes flexibility and sensitivity to individual needs, and denies children's own innate intuitions about language. The book's 20 units each lead in with a short passage, subsequently plundered for comprehension questions and contrived writing tasks. Positives, comparatives, constructions and apposition in the early pages dutifully give way to passives, modifiers and subordinators in the final units.

For fourth and fifth years, in *Network* there is greater scope for students to explore their own ideas about language usage. The volumes are divided along similar lines into sections based on different modes of language - narration, description, persuasion, instruction - with the shape of the text moving students naturally from one assignment to the next. There are some fresh and inventive ideas for project work, though the editorial commentary is often laboured, and the illustrations strangely dated, and at times there is an uncertain preoccupation with assessment at 16+ - "To gain six marks in an examination is a chance not to be missed".

The authors seem occasionally to confuse both themselves and the reader in their efforts to distinguish between different modes of language usage, and certainly the sections on Persuasion and Argument should have been constructively integrated. Despite the introductory claim that the course is suitable for pupils of low ability, the general level is emphatically top CSE and O level, with an undventurous array of extracts from Andrew Marvell, Thomas

Hardy, Hemingway, *Cider With Rosie*, *Akenfield* and *Animal Farm*. *Longman English* is also finally aimed at the top CSE range and above. In common with the *Oxford Secondary English* course its presentation, page layout and illustrations are exemplary in design (with an index, glossary and language-use revision section), adding up to a text which students will find easy to work through and a pleasure to handle. Authors Heath and McSweeney are no strangers to the textbook industry and have imaginatively recast some of their tried and tested ideas in dividing the volume into two major areas.

Part One is a miscellany of extracts and accompanying exercises organized, like *Network*, around language for different purposes. The comprehension and writing assignments are expertly geared towards the demands of CSE and O level papers, while the ideas for oral and research work are practical and a fruitful extension of the passages.

Part Two examines in detail the short story genre, playscripts and poetry, selecting some of the most popularly examined authors and texts (*Rossetti*, Philip Larkin, H. E. Bates) for analysis and scrutiny of the types of approaches and questions usually encountered at 16+. The whole volume is not as comprehensive as the cover blurb would pretend, and average and lower ability justifiably crept for. But as with Rhodi Jones's *New English Course* I suspect this will sell in large numbers to some dairy schools and colleges alike, and will be adopted widely by students for self-study purposes.

Rosetti to Rosen

Have You Heard the Sun Sing? Collected by Adrian Rumble. Evans £6.25. 0 237 455528.

Adrian Rumble offers a middle-school readership some 230 poems on pages uncluttered by illustrations or suggestions for work. On the page they may be, but demanding to be chanted, shouted, whispered, moved to, laughed about, slithered at or simply allowed to sink in.

There's a strong sense of fun about this anthology. No doubt the selection grows from Mr Rumble's daily classroom experience, rooted in the Three R's of rhyme, rhythm and repetition. The poems are grouped in familiar enough fashion, with selections on the weather, the senses,

animals, the sea, games, magic and so on (though such workaday titles are avoided in the text). The choice is eclectic - from Rossetti to Rosen with a handful of poems by children themselves. The unifying element is Mr Rumble's eye for poems which might quicken the pulses of children of middle-school age.

His judgment seems so sure that teaching ideas almost suggest themselves: these short poems might be copied on to large cards and stuck up around the classroom; these could simply be read three or four times over a term; these prepared by groups for taped or dramatized presentation; and these could be visualised by quick sketching. It would

take a dull teacher to get between the poems and a class to the extent of killing enjoyment.

Permission fees must have pushed up costs, for at £6.25 the book is a resource rather than a feasible purchase in sets. (And it must be conceded that "Take out your Have You Heard the Sun Singings?" would need almost as much teaching panache as must Roger McGough's excellent *Strictly Private*.) When something sane has been sorted out for schools over the copyright laws, however, this will become one of the better investments on the market.

Geoff Fox

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Journal of the Commission for Racial Equality

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Soul brothers

Being Black. Edited by Roxy Harris. New Beacon Books £1.80. 0 901241 39 3.

Books that relate to the specific situation of black schoolchildren are still rare. Even "multicultural books" often focus exclusively on the white experience of the world. Roxy Harris's work with black youth in British schools provided the idea for this book, which uses extracts from George Jackson's *Solead Brothers* and Eldridge Cleaver's *Soul on Ice*.

There is something to be said for picking on well-known books, though there are disadvantages in going to those with an American background - the situations in the two countries, though parallel in some ways, are not quite congruent. The Cleaver extracts are on the whole shrewd and better written, and one wonders why Harris did not either stick to one author, or go for a proper anthology with selections from a greater number of writers (*Being Black* does in fact sneak in one extract from a third writer - a white journalist).

Tougher editing of the extracts chosen would have eliminated some of the minor irritants in the book and made it more pleasing. For example, one of the Jackson extracts unnecessarily complicates matters by

raising the question of the sexist attitude of some blacks. This may hinder rather than help discussion of the central issues. On the other hand, it is precisely by quoting such extracts that go against the stream of popular opinion that Harris makes the book into an effective and open-ended teaching tool, as against a device for propaganda.

Harris does this, however, in a somewhat inconsistent way which shows that he may not have thought this issue through. The questions that follow the extracts are generally good, but sometimes elicit merely whether the student has understood the passage, instead of having readers discuss the content of the extracts.

The greatest problem that any teacher will have with the book lies in the glossaries provided after each extract: "subterfuge" is not exactly an "attempt to escape from reality". But the annotations provided are both full and economical and it is now up to teachers to make use of this book, and up to Harris and others to provide further and more disciplined texts in this and other areas, of study, which take into account the black experience of the world.

Prabhu S Gupta

Queen for a term

Tom Corfe on Tudor history

History Scene 3. By Peter Moss, illustrated by Ray Fishwick. Hart-Davis Educational £3.45. 0 247 127655.

History in Focus. 4: Tudors, Stuarts and Georgians. By Geoffrey Milden.

Longman £2.00. 0 582 18316 2. Elizabethan England. By Peter Lane. Batsford Visual Sources £5.95.

Queen Elizabeth I. By Betka Zamoyka. Longman Focus on History £1.15. 0 582 18229 8.

At the Time of Mary, Queen of Scots. By Roger Watson. Longman Focus on History £1.15. 0 582 18229 8.

Mary, Queen of Scots. By Bruce Jamieson. Oliver and Boyd, Exploring History £1.40. 0 05 003415 4.

Tudor Palace, 1587. By Felicia Law, illustrated by Charles Front. Pepper Press £3.75. 0 560 74511 7.

Sir Henry Union, Elizabethan Gentleman. By Angela Cox. Cambridge Educational Introduction to the History of Mankind £1.95. 0 521 22549 3.

You seek a good "patch", sound base for an enjoyable-term investigating, creating, displaying? Nothing so promising as Merrie England. Just look what Elizabethans have to offer: dashing, colourful, richly adorned and highly sensitive characters, vividly described and depicted by their contemporaries; adventure, duty work and patriotic triumphs to the juvenile blood; dressing up, melodramatics, poetry and pictorialization as faithful occupation for hands and minds; social problems, cultural achievement, elementary dilemmas of conscience and statecraft well within the junior grasp; and a legacy of evidence that chatters, anthologies, museums and landscapes. Elizabeth's people and preoccupations are remote enough to the romantic imaginations, real enough to encourage involvement and identification.

These books all help. Some aim primarily at the teacher and child at primary level. Peter Moss's lively textbook covers two centuries, tightly packed with useful assorted information on Stuarts as well as Tudors. Much is carefully distilled into jockey but purposeful drawings, sensibly reinforced by contemporary illustration. The bias is political, with little room for argument or analysis; but if you want, for example, details of a Tudor farmer's eventful year or ideas about the problems winter posed in pre-supermarket days, they are presented with bright ingenuity.

History in Focus is something of a contrast, less crowded, more orderly, lavishly colourful. Museums and galleries have been pillaged, and careful reconstruction paintings fill out the everyday scene, rich in useful detail. Contrast two treatments of Elizabethan costume: Middleton's brief description is embellished with a gentleman's hat and cloak from the Museum of London and three delicate portrait miniatures; beautiful, but not even skin deep. Peter Moss and Ray Fishwick combine to show us Tudor ladies and gentlemen dressed, fastened and supported each elaborate garment from the shift outwards.

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In perfect counterpoint to this astonishing success story of a decedent, mean, bitchy, hard-headed and cold-blooded monarch is the tragicomic-romantic history of Mary Stuart. Roger Watson uses her as the key to open up and display the troubled, uncouth world in which she lived and died; Marian Scotland is a sharp contrast to Merrie England. Bruce Jamieson's exploration is more personal, melodramatic and patchy, supported and interrupted by assorted goblets.

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at the teacher and child at primary level. Peter Moss's lively textbook covers two centuries, tightly packed with useful assorted information on Stuarts as well as Tudors. Much is carefully distilled into jockey but purposeful drawings, sensibly reinforced by contemporary illustration. The bias is political, with little room for argument or analysis; but if you want, for example, details of a Tudor farmer's eventful year or ideas about the problems winter posed in pre-supermarket days, they are presented with bright ingenuity.

History in Focus is something of a contrast, less crowded, more orderly, lavishly colourful. Museums and galleries have been pillaged, and careful reconstruction paintings fill out the everyday scene, rich in useful detail. Contrast two treatments of Elizabethan costume: Middleton's brief description is embellished with a gentleman's hat and cloak from the Museum of London and three delicate portrait miniatures; beautiful, but not even skin deep. Peter Moss and Ray Fishwick combine to show us Tudor ladies and gentlemen dressed, fastened and supported each elaborate garment from the shift outwards.

Any study of the age speedily entangles with the old harriard herself. Peter Lane's competent, unexciting survey naturally centres round the dazzling Elizabeth, but the *Visual Sources* series falls short of the promise in its title, and of its publisher's once proud standards. Sixty-nine fuzzy grey blodges (some are sources only for the eighteenth or nineteenth century artistic imagination) are inadequately identified and ineffectively used, their captions rising beyond a vaguely hopeful plea to notice the clothes or furniture dimly apparent in the background.

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endpage

The young ones

Neil Philip on adolescent fiction

Fiction for adolescents is a boom industry. Whether they are called teenagers or young adults, the audience, once identified, is barraged with specially written stories. Most of these take situation first, character second, not people with problems, but problems with people. Very few of them show any vitality of imagination; the language is pedestrian, the plots predictable.

So do we need adolescent fiction at all? Isn't it simply encouraging mediocrity to purvey to adolescents literature less distinguished in every way than that offered to younger children? Should we not rather concentrate on isolating and making available adult books which fit the bill - books which, in Browning's phrase, "adjust / Real vision to right language"? There is a case to be made for Turgenev, not Judy Blume, as the classic teenage author.

These heretical thoughts are occasioned by Virago's decision to market part of their list as particularly suitable for adolescents. The difference in quality between these books and a comparable batch of "young adult" novels is large; the difference in reading skills required, not so large. Or, rather, though the Viragos require more of the reader, they also give more. They make the reader want to turn the page; and the ability to read such books depends very largely on the desire to do so. We should coax reluctant readers with good writing just as we tempt peevish invalids with good cooking.

Most of the Viragos are thinly disguised autobiographies. They offer a single figure as the central focus, and strive to communicate that figure's emotions and experiences with accuracy and immediacy. The heroine of Antonia White's *Frost in May* (Virago £2.50), troubled, imaginative Nanda, is brought fiercely, intensely to life. As she struggles to subdue her natural affections and interest to the strict rule of the convent school to which her convert father has sent her, a stream of minor confrontations prepares the reader inexorably for the final crisis, when she will learn once and for all that "every will must be broken completely and re-set before it can be at one with God's will". The book offers - sustained over 200 pages - a precise literary equivalent of that thrilling stomach lurch experienced in the timeless moment between falling and hitting the ground.

What anchors that thrill and gives it meaning is the quality and the coherence of Antonia White's observation. Everything is sharp and clear, and everything contributes to the whole. There is nothing extraneous. One of the set-pieces is a school dramatization of Dante, omitting the *Inferno*; the point being that there is nothing Nanda does not already know about hell. "Nanda felt a great deal more positive about the conditions of life in hell than in, say, the West of Scotland or Minneapolis."

Though Catholicism gives the book its tone, the story of individuals struggling to conform is endlessly repeated in other situations. Henry Handel Richardson's heroine Laura in *The Getting of Wisdom* (Virago £2.95) is "a clever girl" but different. As in *Frost in May*, one of the first effects of school is to make the child ashamed of her family. The setting here is a Presbyterian girls' school in Melbourne; Laura's pious secret - once foolishly confided - is that her mother works for her living. The paths of Laura's desperate attempts to ingratiate herself with all and sundry makes this another, painful as well as compelling book.

The Getting of Wisdom lacks the verbal control and tight structure of *Frost in May*, but its picture of school life is no less vivid, no less true to adolescent experience. If the prose is sometimes uncomfortable ("her 'chums' had wandered like shades through the groves of her affection"), it is just as often striking and incisive. And the discomfort arises from

feelings of the characters, squeezing themselves into the straitjacket of adult expectations.

Henry Handel Richardson was a woman, as was Miles Franklin, who wrote her story of a stormy outback adolescence *My Brilliant Career* (Virago £2.95) when she was only sixteen. The central character Sybil's feelings will be familiar to most teenagers: "Why was I ugly and nasty and miserable and useless - without a place in the world?" *My Brilliant Career* is a gawky, over-written chronicle, whose interest lies more in its energy than its execution. Though there is some verbal invention (two families are "leaders of swiftness among the squatters"), the style in general is as naive and unformed as the emotion. It seems, as it is, the work of a precocious child, and the blurb wisely anticipates the irresistible comparison with Daisy Ashford ("I cannot bear the touch of any one - it is one of my idiosyncrasies"). Two elements besides energy distinguish the book: Sybil's sceptical attitude to marriage - "the most horribly tied-down and unfair-to-women existence going" - and the cluster of highly-charged images which defines her relationship with her beau, Harold Beecham.

When she first meets Deecham, in a re-run of the crucial sword-play scene from *Far From the Madding Crowd*, "He uncured his long heavy sword-whip with his big lash and scented myall handle. He cracked it round and round my head and arms". When Harold drives her home, he reminds her "you had better be civil, for I have got the big end of the whip". Later, he proposes, and she accepts him. But when he tries to kiss her, "Satan got hold of me. He certainly placed a long strong riding-whip on the table beneath my hand. As Harold stooped with the intention of pressing his lips to mine, I quickly raised the whip and brought it with all my strength right across his face". The prose at these points has a suppressed intensity quite unlike its normal gushing tone. The implications of all this ("Oh, that Harold would thrash me severely!") seem to me considerably less straightforward than Carmen Callil allows in her introduction. Sybil's happiest sensation is to discover after an angry scene "on my soft white shoulders and arms - so susceptible to bruises - many marks, and black".

In the sequel, *My Career Goes Bung* (Virago £2.95), the heart-searching gains a satirical edge, as Franklin describes with a cold eye and the posturing of Stiney's literary and social elite. The book ends with a stirring pronouncement: "I rebel with all my lung force against sitting down under life as it is." It is this strand of the books, Sybil's revolt against "the rubbishy conventionalities which are the bane of her sex", which will earn them, despite their flaws, an attentive audience in 1981.

Rosamond Lehmann's *Invitation to the Waltz* (Virago 2.95) is the most sophisticated of the Virago "young adult" offerings, and the only one that seems unlikely to attract many adolescents. The book is a deserved classic, but its bewildering emotional cross-currents and acute sensitivity to "now" historical - social nuances probably puts it beyond the grasp of most teenagers. Its late teenage heroine, Olive and Kate, are drawn from adult eyes.

If any teenage readers feel moony and constrained after suffering with Nanda, Laura and Sybil, or bemused after waltzing with Olive and Kate, *Invitation to the Waltz* is the book for them. It is just the ticket to take them out of themselves. It is a vigorous adventure story, in which a runaway boy becomes involved in a runaway, and a rebellion. *Invitation to the Waltz* is one of the main characters. The interested can compare the picture of him here with that in C. L. R. James' *The Black Jacobins*, the other is the pirate Captain Lovel, who nurses a dramatic secret which once revealed knocks both reader and book sideways.

Power, policies and freedom

Politics and Educational Change. Edited by Patricia Broadfoot, Colin Brock, and Witold Tulusiewicz. Croom Helm £10.95. 0 7099 0655 2. Education and the Individual. By Brenda Cohen. Unwin Education Books £8.50. £3.50.

Jim Callaghan, as well as having been a Prime Minister, is a grandfather. Callaghan's daughter took her daughter away from state primary school because she thought it was not very good. The child was packed off to private school and grandad received snide remarks in the House of Commons. As a result, there was the Ruskin speech, the Great Debate, and the Green Paper. And, as Gerry Fowler points out in his contribution to *Politics and Educational Change*, all of that triggered the current fashion of trying to measure educational investment in terms of precise results. What fun the educators have had since then in trying to meet industry's "needs" when industry does not know from one day to the next exactly what it wants. Let's hope Jim's grandchild is doing well.

Fowler, a former Labour party education minister, charts central government's loss of power to direct in education, and explains what efforts central government is making in order to get power back. In the sixties there was money. The DES issued circular 10/66 which told local authorities that they should reorganize along comprehensive lines or else they'd have any of this money to build new schools. However, in the seventies the DES's smaller purse left it with small power but the position has changed again with the 1980 Education Act, falling rolls, and the Secretary of State's veto on school closures.

Given Fowler's lessons as to what triggers new policies, one can only speculate in the run up to the local authority elections on what prompts some local politicians to promise no school closures, no capitation cuts, and no redundancies among staff despite falling rolls and cash limits. Damn it, are all politicians liars?

Several of the book's other good papers deal with countries abroad. Linda Dove's essays about Bangladesh shows how the small political class running the country keeps

education to itself and uses it to foster its own power and wealth. Bangladesh receives a lot of help from international aid agencies to which Britain contributes, and our own politicians could see that these agencies used their money in such a way that the Bangladesh masses received more educational benefit.

What remains consistent - almost as a sub-plot through the book - is the way ideology or self-interest gets in the way of the rights of the individual child. Such was the zeal of Wilson's government to get comprehensive education off the ground that, as Harry Higginson observes in his review of the development of secondary education, the circular 10/65 gave L.E.A.s one year to submit plans. Small wonder that schools were cobbled together.

After reading *Politics and Educational Change* it was poignant to read Brenda Cohen's *Education and the Individual*. I thought at first this was a pot boiler, but it is a reasoned defence of the individual's right in education. Cohen understands what neither the political right nor left can comprehend, which is, that having found the means to feed, clothe, and house the people, the best thing the state can do is promote variety of educational opportunity (as well as work, leisure, science, art, and opinion). Cohen argues that whilst equality is a "good" it is not the sole "good"; pursuit of equality to the exclusion of all else is harmful to a great number of individuals and, ultimately, to society itself.

She defends the existence of independent schools and the parents' right to educate their children at home. Although she does not say so, it is probable that if the state had sole and absolute responsibility for education then the expediency of administration, the vested interests of the unions, and the dead hand of cash limits would combine to stifle all innovation. Moreover, with their penchant for restrictive practice it would not be long before certain union leaders denied the right under the 1944 Education Act of parents to teach children themselves. Brenda Cohen's book is not a right wing treatise; it is a philosopher's defence of individual freedom drawing its energy from John Stuart Mill's essay *On Liberty*.

Peter Dormer

Growing up in alien lands

Fifty Years with Father. By David Unwin. George Allen and Unwin £8.95. *Twelve Years: An American Boyhood in East Germany*. By Joel Agee. Faber £8.25.

These two books offer striking contrasts. *Fifty Years with Father* is the story of a son of the English publisher Sir Stanley Unwin who strove to please his father, was protected by his mother for much of his life from the autocratic man who dominated his life: his husband and parent. *Twelve Years* is an account of an American boy growing up in East Germany secure enough with his mother to love his stepfather and sustain a real, if physically separated, relationship with his father. David Unwin seems to have fought his way over the years towards independence from the claustrophobic love of a well-meaning but curiously myopic father. Joel Agee was in the midst of bubbling life; he boiled and cooled with it. One lived almost in fear as he struggled with the pros and cons of conforming; the other without fear, aware when rebellion seemed imminent from some dropout play or another. The American boy rarely checked his inclinations because of

any possible embarrassment if not trouble to his parents - Communists in the hierarchy in East Germany and dropout sons didn't exactly fit happily in public; and the English boy was at pains never to let his parents down - his moralizing father drilled that into him - and any sense that he'd done so caused the most devastating guilt. One had a successful father for whom the publishing business became the art of manipulation almost as an end in itself as his son came to see it. The other had artist parents who allowed life to paint itself in their daily lives. David Unwin detested his father's son when first set to learn publishing by starting at the bottom. Joel Agee continually experienced the latent threat of being exposed as a non-German.

So in different ways, separated by growing up in the twenties and in the fifties, both lived in alien lands until they had made them their own. David Unwin did so by writing and marrying. Joel Agee, fortuitously as it seems, by leaving for America. Each is a beautifully written story, finely drawn.

Norman Evans

Elusive skill

Critical Thinking and Education. By John E. McPeck. Martin Robertson £12.50. £4.50.

All sorts of supposedly general skills are being mooted in current educational discussions. For example, there are life skills and communication skills, decision-making and observation skills, skills of reasoning and skills of problem-solving. Amongst these may also be included the skill, again supposedly general, of critical thinking. This is the particular concern of McPeck's interesting book.

McPeck's own characterization of critical thinking is in terms of what he calls "reflective scepticism", understood both as a skill and as a propensity. But is it a general skill, he asks, the same across the whole range of instances? And even if there were such a skill, would it be teachable? Probably the best known answer to these questions in philosophy of education on this side of the Atlantic has been Hirst's, to the effect that there cannot be any such "general powers of the mind". This is because such powers would require for their identification knowledge and standards of success which were inevitably specific, not general. You might be a critical mathematical thinker, or a critical historical thinker, but not both in virtue of possessing the same single skill. You might be critically skilled in several areas as a result of the separate learning of specifics, of course.

Writing largely with detailed reference to the North American context, McPeck takes the same view as Hirst. He points out additionally that the necessity for specific and frequently highly technical information often concealed by using commonsense examples by way of illustration is a supposedly general skill.

McPeck is accordingly very critical of attempts to train general critical ability by courses in formal or informal logic. Formal logic he thinks is too general to be of much use, while informal logic tacitly concedes the point about specificity. De Bono also attracts some much needed attention, though McPeck does not decisively reject lateral thinking as a general problem-solving skill. This indecision here is perhaps related to an earlier uncertainty as to whether critical thinking is concerned solely with thoughts that have some how already arrived, or whether it also has application to the origination of new ideas.

As to whether you can teach critical ability, McPeck's view is that you probably can but only in specific connections, not as a general skill. In such a connection, you would in fact be teaching the epistemology of that subject area. He thinks that such teaching is indeed a conceptual requirement of education itself, since education implies knowledge, and knowledge implies the scrutiny and assessment of claims. While he says little about how such specific critical skills might be taught, he does think that success is unlikely with teachers who are not themselves critical thinkers.

I think that McPeck is right about the necessity of specifics and the over-estimation of general possibilities. Nevertheless the thought lingers that there may yet be something in general, even in critical ability, might be an attitude comprising a sense of one's right to assess claims in a new field, together with outlines of strategies of expectation for learning the particulars of how to assess in that field. These might include the strategy of directing one's attention to the spaces of reason on which ready to spot reliance on authority, or unexamined tradition, or personal doctrine. Before it could be fruitful such an attitude would need to be complemented by specific, or "schematized" as Kant would have said, but it would not be nothing.

R. F. Dearden

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To whom application
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451419 21st May 100010

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continued from previous page

do with the negotiation of licensing terms but it has no relevance to the rights and wrongs of copyright protection.

The Government's readiness to put what is hoped are short term financial policies before the long term considerations of copyright is particularly worrying. A new copyright act, and when it comes, must serve for 20 years at least. I am sure it was not the Government's intention to suggest that in the year 2000 we shall have the same monetary policy as at present but that is the implication. Equally worrying is the Green Paper's failure to realize that technological advances will quickly outstrip any new legislation which is not sufficiently flexible. For example, it suggests that the eventual substitution of videodisc for tape will alleviate the problem of recording as discs are suitable only for playback. This in the same month that Japanese company announced a forthcoming re-usable videodisc!

There is an element of desperation in the suggestion that if a spoiler device was developed to prevent recording legislation might be introduced to ban any subsequent anti-spoiler device.

Finally, the Green Paper naturally makes no mention of the need to amend the other piece of relevant legislation, the Performer's Protection Acts. Despite evidence submitted to it by CET, Whitford also failed to grasp the fact that any amendment to the 1956 Act to introduce statutory licensing for the copying of audio visual material and broadcasts would amount to nothing if performers were not, at the same time, to have similar obligations imposed upon them.

So what now? The Green Paper invites further public debate but specifies no deadline for the receipt of further comment. This is indicative of the Government's distaste for the whole issue. It is unlikely to take any initiative unless forced to do so and, in the absence of comprehensive voluntary schemes, this must condemn teachers to a further period of uncertainty. Each day they must make the choice of either depriving students of resources in a form best suited to their learning requirements or breaking the law by doing what, to most, will seem sensible and harmless acts of copying using available equipment purchased at considerable cost.

It is in the interests of education to muster its forces to bring pressure to bear and CET, among other organizations, is currently considering its next moves. What is essential for organizations, bodies, unions and individuals with an interest write to the Department of Trade stressing the urgent need for reform with, of course, constructive proposals on how education can best be helped.

A fundamental weakness in the case has been the conflict of views within education on the form new legislation should take. The Government would doubtless have been more ready to consider statutory licensing if it had not been opposed by powerful bodies, for reasons which, in part, conform to the Government's own policies. However, in the absence of the perfect solution, failure to reach a consensus should not inhibit education from pressing the Government hard to introduce a Bill, so that Parliament can consider the issues and decide on the form of a new copyright act. It is generally accepted that, without adequate copyright protection, the continued creation and production of material on which education and training depend will be discouraged or even discontinued.

Information providers

Nick Thomas on the Community Information Project which was recently refused funding by the Home Office

The Community Information Project was set up in late 1977, funded by the British Library Research and Development Department and based at the Library Association. During its four and a half years' life, the Project has assembled a unique collection of community information materials, and originated several publications including an evaluative bibliography of the field.

Beyond this, the two workers have helped over 70 information researchers to choose and develop their projects through a consultancy service: distributed information to, and created links between, the country's community information services.

To understand the loss that its closure would represent, we must look at its work in more detail. The original brief was necessarily vague: "to collect, analyse, process and disseminate information on who is doing what and who is planning what in research and practice in community information".

The workers soon adopted three principles: to work always with existing national groups, and avoid duplicating their projects; to encourage the cooperation and alliance of workers in the field; and to provide services only in response to an expressed need on the part of information workers.

In practice, the project has helped to create and define the whole activity of community information research - pointing workers towards the areas where help is needed by practitioners, and towards the groups and centres which they in turn need to contact.

A prime example of the project's contribution is its role in helping to set up the Federation of Independent Advice Centres - the first national linking of these crucial bodies; and the ongoing help which the project has given to FIAC's National Coordinating Group. Here and elsewhere, the project has worked closely with the National Consumer Council: for instance, in the Advice Services Alliance, which brings together all the national groups.

The CIP's "Databank" - perhaps not the happiest of terms - is an unrivalled resource in the field. It includes some 800 files, arranged by type of information network (like CAB, Library, Law Centre and so on); and a card index of projects, publications, and new initiatives in

the field such as mobile centres, hospital services, and computer use - at three areas where the project has played a major initiating and servicing role.

The databank also holds nearly 100 directories; and a collection of more than 600 published materials, available to librarians and advice workers, and occasionally loaned out.

Its own holdings form the basis of the CIP's *Knowhow*: an evaluative bibliography published in 1979, which sold out its 3,000 copies. A revised and expanded version will be jointly published this month by the Library Association and Pluto Press. Also due for publication this month is the project's report *Computer Benefits? The Application of Computers to Social Welfare Information Agencies*. It has already produced *On the Road*, a survey of mobile information services; and a number of specialized leaflets - and has contributed extensively to publications by the National Consumer Council, the Library Association, and the DES.

The two workers have spent much time addressing workshops and conferences, contributing to journals, and appearing on the radio. But in many ways the heart of their work is the wealth of specific knowledge and interconnections which they hold in their own heads, partly through personal contact with information and research workers. This unique resource is the reason why they see the consultancy service to researchers as crucial.

In 1981, an application was made to the Home Office Voluntary Services Unit for funding for a National Resource Centre based on the CIP's work. This application was either made, or actively supported, by every national body in the field. It was turned down.

Since then, the British Library R & D Department has kept funding the project on a short-term basis. The workers are now in the process of setting up a non-profit company to keep the work going, based on personal consultancy, but undertaking some research projects. They have again applied for core funding - backed by the same massive range of bodies as before, and by some government departments.

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Philip Waterhouse on materials for Supported Self-Study

Supported Self-Study is the name of a new project of the Council for Educational Technology. It is aimed at the secondary schools, and promotes an arrangement whereby a pupil pursues a whole course of study, or part of a course, through the use of structured learning materials, with tutorial support from a teacher. It is a natural extension of CET's already well-established interest in systems of Open Learning.

Supported self-study is proving to be an attractive idea. There are educational benefits. Teachers want their pupils to realise their capabilities, and to be aware of their own strengths and weaknesses, and to develop their own sense of responsibility. Supported self-study offers a way, and it could be reasonably claimed that all young people should have an experience of supported self-study during their secondary education. If it is done really well, it could bridge the gap which exists between the ambitions of the profession and the painful necessities of the present time.

As schools struggle with the problems of scarce resources and falling rolls, many are finding that supported self-study is also a way of protecting the balance and breadth of their curricula. Valued curriculum options are in danger of withering away; temporary staff shortages threaten continuity; a school may be forced into pupil groupings which are more heterogeneous than desired. And the pupils may be making legitimate demands which the organization cannot meet: able pupils who need extending; slow pupils who need extra practice; pupils who need to rest examinations; pupils who are temporarily unable to attend school; pupils who make out good cases for the study of subjects not on the school's menu of options. If supported self-study helps schools to survive some of these disasters, it might be justified even where it appears to be a second-best to traditional teaching.

These are powerful arguments and the schools are responding with interest and enthusiasm. Much hinges on the nature and the quality of the "support". Tutoring in supported self-study is concerned with motivation, the development of imagination, the structuring of knowledge, and the sequencing of learning tasks. Pupils are helped to become aware of their own development, and to extend the range of their understanding.

But the teacher who is anxious to get started in supported self-study must first acquire suitable learning materials. The wise will resist the temptation to create them all themselves. What kinds of materials are suitable? And where are they to be found? The ideal package would include five components. They are described here separately, although many existing packages do include more than one of the five. Complete self-contained packages are not numerous; but it is not too formidable an undertaking for a teacher to assemble a package from different sources.

First, the heart of a system is a structured course. An important feature of such a course is the logical division into a large number of small distinct units, each with a clear statement of objectives at the beginning and some form of feedback to the pupil (for example, self-assessment questions) at the end. The material is clearly written; and there is a levelling of a system of headings and sub-headings (with careful typography) to make clear the logical structure of the subject matter.

The sequencing of the learning tasks, the size of the tasks themselves, and the size of the steps between succeeding tasks, have been carefully planned. Wherever possible an interactive style is adopted. Many Further Education colleges

make heavy use of the materials produced by the Correspondence Colleges for their structured courses. These are "Distance Learning" materials and provide courses which are very nearly self-contained. They are available to schools, and cover O-level and A-level courses, but a lot of interesting non-examination courses too. They have improved enormously in recent years, probably spurred on by the example of the Open University.

The commercial publishers have also developed a substantial output of self-study books. They occupy prominent positions in the bookshops and there is clearly a big market. Some are little more than straight textbooks, but others have all the characteristics of good structured courses, and in some instances the quality is high (a long way from the "crammers" of a few years ago).

But wise subject specialists will want to look beyond even these two valuable sources before choosing a structured course for the heart of their systems. More and more textbooks are now being produced on structured course lines. Sometimes the book is self-contained; sometimes there is a separate workbook which provides activities, problems, and test items. The best of these are attractive and efficient.

The second component is an unstructured collection of data and stimuli. By itself the structured course might appear somewhat bleak, and needs to be relieved by these unstructured materials, chosen for their richness and diversity. They might consist of evocative writing, vivid illustration, or alternatively demonstrate practical and exciting applications of the new knowledge, or view it through the experiences of named people.

The third component consists of background reference material. This is best organized in the library or resource centre. The aim is to provide more advanced material, more background information, and more opportunities for private work.

To make a good collection of unstructured materials and reference materials may rightly be a library or resource centre function. To make the pupils' experience a multi-media one, the recording concessions offered by the broadcasting authorities should be thoroughly exploited.

This can be supplemented by the "jackdaw" approach to pictures, articles, copies of documents, an already well-established tradition in most school resource centres. Many of these resources are not, of course, completely unstructured; they do need however the support of the teacher.

The fourth component is test material. This can range from banks of multiple-choice questions which can self-administered, to collections of examination questions with model answers. Materials for self-testing abound, at least at the level of the public examinations. By themselves these seem uninspiring, but carefully integrated into a scheme of supported self-study they can play an important role.

The last, and most important, component is the guidance which is given to the pupil. Such guidance should set learning objectives, prescribe or recommend learning materials and set tasks and problems. Sometimes it is possible too to give guidance about styles and presentation, though this may normally be more appropriate when the tutorial takes place. The prepared guidance is only a starter for a tutorial discussion; it should never be used as a rigid prescription imprisoning both teacher and pupil.

Teachers will almost certainly want to write the guidelines themselves. They allow the teacher to bring great influence to bear on the pupils' learning activities. They help to make tutoring much more effective. They are aids to the teacher, not a substitute for a teacher. The teachers

who believe that they could be replaced by learning materials or prepared guidance, deserve to be. The truth of the matter is that our pupils need good teachers more than they need learning materials.

It is just that good teacher can accomplish so much more when they have found the materials and developed the systems which will help their pupils on the road to self-fulfilment.

Materials for supported self-study are more plentiful than is generally assumed. It is a question of thinking out the criteria for selection, and then assembling a package from diverse sources, and binding it together with carefully written guidance.

Philip Waterhouse is a CET project worker on supported self-study schemes in secondary education. CET, 3 Devonshire Street, WIN 2BA.



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Left to right: the Revox B77; the Revox D88 and page 45 the Panasonic RX-4250.

Evolution of the other species

Bill Hicks looks at developments in tape-recorders

Two decades of separate development have opened such a wide gap between open-reel and cassette audiotape recorders, that they can almost be considered as different species. The Compact Cassette, invented by Philips in 1963 for dictating machines, is now, thanks to the efforts of mainly Japanese companies, the world's most popular sound recording medium, supplanting open-reel tape for all but the most rarified applications of professional and ambitious enthusiasts.

In the process, many schools and other institutions which invested heavily in open-reel equipment in the late 1960s have been faced with a dilemma: whether to transfer valuable tape libraries to cassette, or whether to replace the aging, sadly obsolete monolayer recorders with the far more expensive, less portable, and often unnecessarily sophisticated stereotape decks - the only open-reel machines now available.

Through a surprising degree of prejudice against cassettes still persists, many schools have compromised, accepting cassettes for all voice and language recording, but often retaining an open-reel machine for the music or drama departments. In terms of the sound quality available from each system, that prejudice is no longer justified. Nearly all the technological developments in tape recording in the last 15 years have focused on the cassette.

A whole universe of cassette-based products is now available, embracing the under-£20 portable recorder, the combined radio-cassette recorder, "personal" hi-fi players, car-audio, and a host of hi-fi stereo cassette decks, the best of which can match any other audio source. The same cassettes are also increasingly used as a program storage medium for mini-computers, the source for multi-channel language labs, and as the "driver" of linked-projector tape-slide shows.

For the majority of educational applications - classroom recordings, field trips, interviews, and voice recitals - any one of at least 20 brands of basic, mono, portable, battery-powered cassette recorders, with built-in speaker and microphone (but sockets for external and superior versions of both) will give good service. The main trends in these machines, which cost between £15-£40, are towards "slimness", much smoother controls, and the increasing use of re-chargeable nickel-cadmium cells.

More fashionable are the "personal" stereo cassette machines, all of which derive from Sony's "Walkman" (about £90) which is a high-quality playback-only unit hardly bigger than the cassette itself. Sony, and several other manufacturers including Panasonic and Hitachi, also make personal player/recorders (usually about £110). The latest trend is to incorporate a stereo radio tuner as well - in the case of Toshiba's KT-R2, in the form of a cassette-shaped, plug-in radio module. With many low-cost variants, such as Binatone's £30 "Flip-It", (low quality, but still remarkably sharp reproduction through lightweight headphones), there are probably about half a million of these devices in the UK now - with the 14-20 age group the main users.

The cassettes played on such machines will as often as not have been recorded on a stereo cassette deck, linked as part of a hi-fi system to a stereo radio tuner or record player with separate amplifier and speakers for playback. A good basic deck, such as the Sharp RT-10E, can be had for as little as £60, while a machine representing the "state of the art" such as TEAC's CI Mk 2 (with three tape heads, three separate motors, and incorporating all manner of microelectronic sophistication) costs £199 - plus another £250 for a separate "dbx" noise reduction unit.

Choice between the literally hundreds of cassette decks on the market - though largely determined by budget, brand loyalty and availability - also demands a judgment on the values of competing technological refinements offered by gadget-prone manufacturers; to the apparent delight of their advertising agencies. Some are clearly luxuries - remote control, digital alarm clocks, soft-touch controls. Advances which directly affect the quality of reproduction concern the electromechanical stability of the motors and the quality of the cassette drive system; tape head quality (the best decks having three separate heads for record, playback and erase); and electronic ingenuity, which, for the last few years, has been largely a matter of the type of noise reduction system incorporated.

This latter has become a major focus of attention. All tape has inherent "noise" - the hiss which becomes most apparent in very quiet passages of music. In the 1960s, a certain Mr Dolby invented a system which sensed when low-level signals were being recorded, and electronically boosted them to lift them above the noise "floor". Sensibly, he patented the system, and now virtually all cassette decks bear the "Dolby B" trademark.

Without Dolby, it is doubtful whether cassettes could have gained their current respectability; with a tape width of less than 4mm (half the standard 1/2 in open reel tape) and a normal running speed of only 1 1/2 inches/second, they seemed an inherently "low-fi" medium, incapable of carrying the density of signal required for authentic music reproduction. At its peak, Dolby "B" effects a noise reduction of 10dB (ie, it reduces the power of the background noise ten times).

Strenuous efforts to improve this have thrown up several enhanced systems, including JVC's own "ANRS", exclusive to the brand. Dolby has recently introduced the "C" system - basically, a doubling of the "B" circuitry to effect a 20dB noise reduction (or a 100th of the noise power) - which in the last year or so has been included in most decks in the £120 plus price bracket.

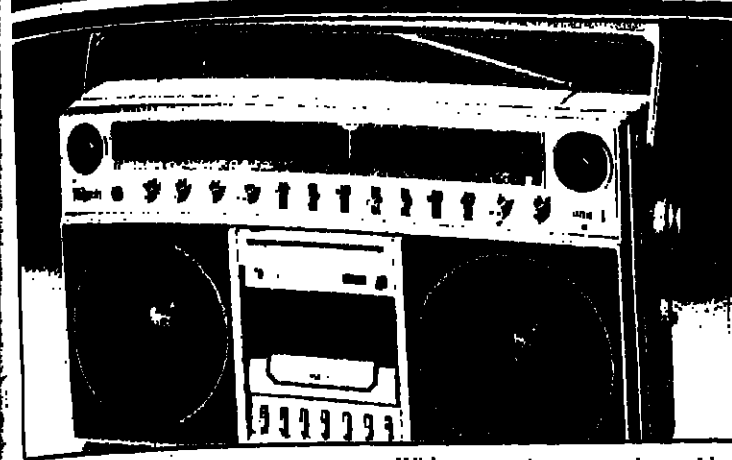
At about the same time, another US company, dbx, launched a more spectacular system which expands the dynamic range of the recording. Dynamic range is the difference, expressed in decibels, between the quietest and loudest sounds. The human ear copes with a dynamic range from 40dB to 120dB, which is the threshold of pain; a full symphony orchestra occupies about 70dB of this, while standard, good quality cassette tape can only accommodate a dynamic range of about 55dB.

The dbx system works by encoding and compressing the range of input signals so that they "fit" the tape, and by decoding and expanding them on playback - restoring, it is said, up to an additional 30-40dB of the original. As fitted to cassette decks like the TEAC, Technics and others, the improvement is startling - provided that the amplifier and speakers used with the deck can cope with it.

Alongside these developments, the formulation of cassette tape has itself undergone profound change. Four types are now widely available: type I, conventional ferric oxide; type II, chromium dioxide; type III, two-layer ferro-chrome; and type IV, suspension of pure metal particles. In theory, metal (type IV) tape offers the ultimate in all sound characteristics (frequency range, dynamic range, permanence), and is the most expensive - but already, developments in types II and III threaten to displace it. Each type makes different demands on the record and playback heads of the machine, so that virtually all good cassette decks now have a four-position "tape switch", and this facility is even found in the better-quality portable cassette units. With so much depending on individual tastes, it is as well to listen to recordings on each type, pick the one which gives the best results with your equipment, and stick with it!

While machines for the consumer market offer sufficient versatility and robustness for most educational purposes, several manufacturers produce extra-tough cassette recorders specifically for institutional use. The Revox D88 "Trainer" is a good example, with emphasis on reliability and simplicity of operation; at the same time offering a high audio specification. This machine also has a rapid back-spacing feature for instant repetition of passages or sentences, and a high-speed copying mode for use with a second machine.

continued on next page



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One area where cassette recorders still cannot challenge open reel machines is 'creative' recording - where the ability to edit, splice, and overdub many tracks is all important. Akai, Philips, TEAC, Tandberg, Sony and several others manufacture still cater for this market with relatively low-cost (£200-£300) four-track stereo decks. TEAC and Revox are well-known for their comprehensive ranges of semi-professional open-reel recording equipment, including mixers which enable the input from four, six, eight or more microphones or other tapes to be blended precisely into the two channels of a normal stereo recording.

Open-reel machines are beginning to reflect some of the developments of cassette technology; TEAC, for example, and the Japanese tape manufacturer TDK, have co-operated on a new open-reel tape format, called "EE" which corresponds to the type II audio cassette. All TEAC's latest machines thus have an "EE" position for use with this higher-performance tape - which is claimed to give as good quality sound at the slow 3 1/2 inches/second as a normal ferric oxide tapes give at 7 inches/second. Some new machines also have a reverse playback facility - saving time when searching for a particular section of a recording in perhaps three hours tape, without having to swap the reels.

With a good open-reel machine, one can graduate to the world of multitrack studio equipment, such as TEAC's "TASCAM" range, which uses special 1/2 in and 1 in wide tape to produce commercial-quality master tapes with up to 16 separate tracks.

During the next year or so, the first digital audio cassette recorders for the domestic market should become available. Digital recording - now widely used in studios and by broadcasting organizations (though not yet for final radio and TV transmissions to the home) - uses microprocessors to convert the complex waveforms of natural sounds into millions of discrete digital units of information. These are virtually impervious to the distortions associated with conventional "analogue" signals.

The processing, or "pulse-code modulation" (PCM) circuitry which encodes and decodes the digital signals can now be built into domestic equipment. Initially, the very high density of information produced (typically, the input signal is scanned between 30,000 and 50,000 times a second) proved to be too much for audio cassettes, so the first digital tape decks - such as the Technics SV-P100 - employ the much greater capacity video tape. Recently, JVC has prefabricated a digital recorder which employs normal metal tape audio cassettes, running at twice the normal speed. This seems likely to be the way ahead.

Independent means

Peter Turner on extending the use of videorecorders

Despite the efforts of publishers to promote pre-recorded tapes, the most significant selling point for the videorecorder remains its ability to record broadcast programmes. Teachers welcome the opportunity to use schools' programmes when they will have maximum educational impact. In consequence, this "timeshift" application has become standard practice in schools throughout the country. Although, at one time, the videorecorder was a facility found only in secondary schools, increasingly parent associations are providing machines for the primary sector.

When the recorder is used for a replay to a class of pupils it may not respond to the needs of individual students. The alternative is to allow the pupils to control the replay for themselves. This promotes independence, a sense of discovery and willingness to question existing assumptions, especially important to the most able pupils. This is in fact the most economic way of making effective provision for students with exceptional needs, eg the gifted and remedial students. The cost involved can be as low as ten pence per student hour.

Despite these advantages, only a few establishments provide a videorecorder, television receiver and headset for individual learning in the resources centre. Similar provision in departmental rooms, laboratories and workshops is almost unknown.

Although this type of installation can give the student access to the entire video library of the institution, it is in skills learning that such facilities are especially effective. In Engineering, Design Technology, Home Economics and Science subjects,



pupils wishing to acquire new skills can replay demonstration tapes for themselves and frequently go directly from the demonstration to the performance of the new task.

The review and stop frame functions of the recorder enable a student to be satisfied that a particular programme section is understood. The headsets are essential because they ensure that other pupils are not distracted by the television replay as well as providing a private sound source for the pupil who is learning.

The development of new videocassette-based colour portable systems means that schools can produce exactly what is needed for their own students relatively cheaply. The VHS systems, like those produced by National Panasonic and Hitachi, can be used with a standard television receiver. Picture quality from these small single tube cameras is most impressive and in many instances it is possible to achieve satisfactory recording junctions using the back-space edit system provided on the portable recorder.

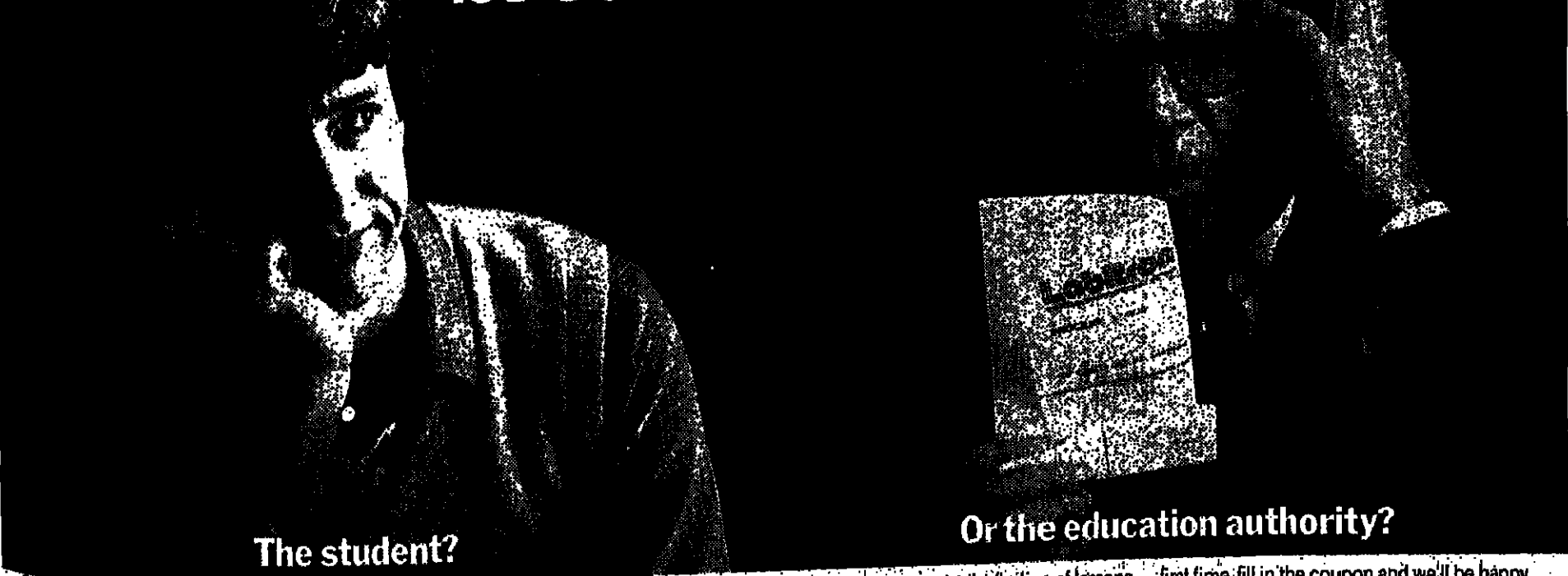
These schools starting production for the first time would be wise to seek some basic instruction in television techniques. Many of the universities and colleges who are members of the Educational Television Association

offer short courses which provide an excellent grounding. Once experience has been gained, it is possible to produce simple skills programmes in about an hour. The only programme evaluation necessary is the successful execution of a new technique by the pupils in the target audience, without assistance from the teacher. In some cases, the pupils may wish to become involved in the preparation and production of programmes. This tends to lead to the teaching of communications either as a CSE 'O' level or CSE subject.

The cost of the apparatus is within the price range of parent association projects and the value which can be obtained is unequalled by other educational technology. School-produced television rarely has the professional finish of broadcast programmes. But this does not matter provided that the material has visual impact and because the content is designed especially for the curriculum of the school producing the material it has a relevance which cannot be matched by programmes in the broadcast schedules.

Peter Turner is General Inspector for Educational Technology and Chairman of the Educational Television Association.

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extra Worksheet strategy

by David Berrisford

The Park School, Rayleigh, opened in September 1975 as a purpose built 11-16 comprehensive. Incorporated in its design are many features which dictate particular styles of teaching. The central position of the library and resource centre, together with the provision of study carrels, places an emphasis upon the heuristic approach to learning. Central to this mode of learning is the use of worksheets.

Originally many worksheets were handwritten, a few were typed, on "Banda" sheets. They invariably suffered legibility problems, and many were continuous pieces of prose, which cast the pupils in the role of passive recipients of knowledge.

Eventually, following the setting up of a working party a strategy emerged with six stages. Inset courses were set up within the school and departments were encouraged to develop trial materials.

The planning stage
Before any work can start on designing a worksheet, fundamental questions have to be asked and answered. What am I hoping to achieve from a worksheet? How am I going to use it in my teaching? Can I teach more effectively without using a worksheet? Will the use of a worksheet convey my own interest in the subject to the pupil?

Concepts to be introduced should be clearly thought out, and the relationship of the worksheet to others and the learning process, should be considered. In a mixed ability situation it is optimistic to expect one level of worksheet, aimed at the average pupil, to suffice. Extension sheets should be considered for the able child and, most importantly, for the less able child who far too frequently gets left out and loses interest and motivation. Many organizational plays may be devised to incorporate extension sheets, of which the model shown (right) is an example.

Design stage
Sound planning and preparation can often be spoilt at the design stage. It is very tempting to put too much on a page, to expect too many concepts to be tackled on one sheet: to ask "closed" questions when really "open ended" questions would have been better, enabling the pupils to become active participants in their learning process.

The Language Unit at Reading University has collated pieces of research related to the design of worksheets. Some of this research is crucial to our strategy and is worthy of mention:

- Line of type should be about four inches long (10 words per line).
- Words in lower case are easier to read than capitals.
- Italics should not be used.
- The maximum number of vowels on an A4 sheet should not exceed 480.
- Active sentences are easier to understand than passive ones.
- Positive statements are easier to understand than negative ones.
- Simple line drawings are often more effective than more complex drawings or even photographs.
- Bar charts are a superior way of presenting information compared with other types of graphs.
- Bar charts are superior to results of tables.
- The superfluous should be avoided.
- Long sentences should be avoided. The average sentence length is about twenty words, but the immediate span of an average child is only seven words.

Experience has shown that it is better to break up the page into a mixture of drawings/diagrams and type and to label the type of activity required. The 'Inner London Science Series' 'Insight' provided us with the style of headings that we most frequently use. These were chosen because each title is also represented by a symbol and children seem very quick to recognise and identify symbols.

Pre-production stage

Before vital capitulation and resources are expended any further, it is essential that the worksheet should be checked. Checking consists of various stages:

- Accuracy - Is the information correct, grammatically sound etc?
- Objectivity - Are the objectives decided upon in the planning stage, clear? Will this worksheet enable them to be achieved?
- Language - frequently ignored but one of the most vital checks that should be carried out. There are available hundreds of formulae that can be used to assess the readability of a worksheet. One of the easiest to use is that of Fry. It involves a simple calculation and reading a conversion graph. For those not familiar with such measures, Colin Harrison's book "Readability in the Classroom" (CUP 1980) will be of benefit.

Having established the readability level of the worksheet, one should remember that this is only a guide as to the suitability of the worksheet to a particular age group. New vocabulary should be singled out and introduced early on in the worksheet.

When checks are completed and amendments made, a small pilot study can be carried out for each work card. The size of the pilot study is usually limited to one class.

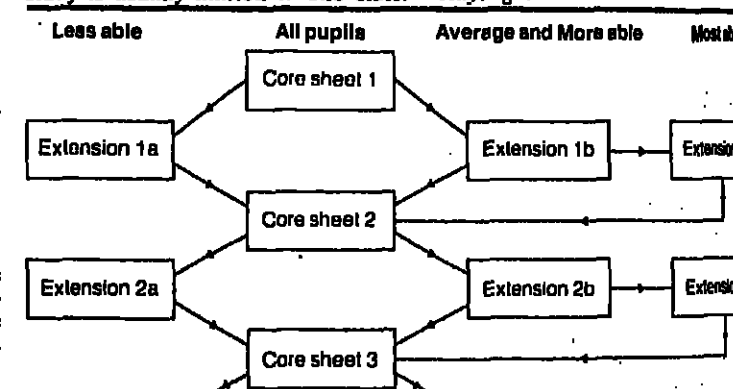
Evaluation/revision

This is perhaps the most difficult stage in worksheet production. Unless one is prepared to enter the areas of psychology, it is very difficult to monitor how effective a worksheet is in the learning process.

The worksheet in use can, however, be monitored and the teacher can compare expected outcomes, thought of at the planning stage, with the actual observed outcomes. The use of 'Cloze' procedures can give reliable information as to the comprehensibility of the worksheet, although one must be wary of the use of 'Cloze' procedures with subjects that use a technical register. Having gathered the data, it is very important that it is discussed and acted upon.

Implementation
Implementation commits the worksheet to large scale use, but for a limited period only. The constant cycle of evaluation and amendment should continue if the use of the worksheet is to remain effective. For this perhaps wishing to follow our example, a word of caution: time taken up in considerable development proceeds slowly.

David Berrisford is Senior Teacher-Responsibility in Staff Development & Curriculum, The Park School Rayleigh.



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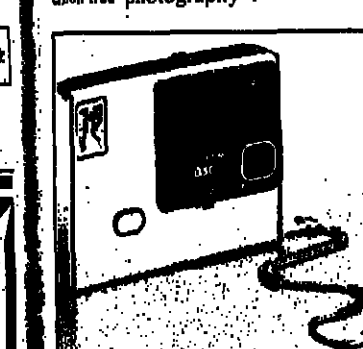
Disc revolution

by Bill Hicks

Disc - whether video, digital audio, or the floppy magnetic computer memory disc - are once again at the forefront of a audio-visual technology. Now, the comparatively conservative photographic industry is likely to be the theatre of a fierce struggle between two quite separate disc-based camera systems. The first, Kodak's disc film system, is radical in format only, remaining firmly within the photo-chemical tradition. The second, Sony's electronic Mavica system, represents a departure so complete that a new term - perhaps "Mavigraphy" - will be required to contain it.

The Kodak disc film system, which is launched this month in the USA and will be available in Britain in the autumn, is the latest in a long line of popular formats devised by the company. Primarily a film and paper manufacturer, Kodak has kept ahead of its competitors by introducing all-new film and camera systems at regular intervals.

The disc film system upholds this tradition. Kodak is presenting an entirely new format: four new cameras, a new film emulsion, and a full range of commercial processing equipment. It also advances Kodak's aim of making photography accessible to more people; according to Kodak chairman Walter Fallon, the disc cameras will open a new era of "decision-free photography".



Kodak Disc 4000 camera.

At the heart of the system is a 3 1/2 inch diameter flat disc with 15 tightly-spaced 8 x 10mm frames of Kodachrome HR colour negative film. The frames within a light-light outer cover with an exposure "window". The disc is loaded into a camera which is connected when the disc is loaded into the camera. On loading, the disc engages a small electric motor which automatically advances to the next frame after each exposure, allowing rapid sequence shooting of up to 10 frames a second on the top camera model. The film itself is a new, high-speed (200ASA) fine-grain emulsion devised specifically for the system, to allow acceptable quality images to be made from such short exposures. Each disc pack is expected to cost about £1.60, and exposures of up to 10 x 8 ins will be possible.

The disc assembly is 0.2in thick, making a remarkably slim and compact basic camera to be designed around it, about 3 1/2in deep by 3in high by 2 1/2in long. This will be sold in two versions - the 2000, 4000, 6000, and 8000 - all sharing the same 12.8 x 10mm focal length, four-element lens and having a built-in electronic flash unit good for a camera-to-subject range of four to 18 feet.

The "budget" (about £30) 2000 version is semi-automatic, the user being able to decide whether or not flash is required (and a red light in the viewfinder will tell him/her if the decision is wrong). The other three, 4000, 6000, and 8000, are all completely automatic, with all camera functions controlled by integrated circuits. The 4000 is supplied by two 3-volt silver-zinc cells which are "not customer replaceable" - but which are said to suffice for a minimum of 100 exposures with flash, presuming a fairly heavy use. The 2000 is a pair of replaceable 9v alkaline

Sony Mavipak disc.

All four cameras, in fact, use only two exposure modes - 1/200th second at £6 for high ambient light, and 1/100th second at £2.8 plus flash for all low-light conditions. Flash recycling time is about 1 second. The two top models offer a close-up facility from 18in to 5ft; otherwise, the fixed-focus lens range is from 4ft to infinity. The extra £25 for the top model is accounted for by a 10-second self-timer to allow self-portraits, an integral digital alarm clock and a gold-anodized finish.

Ingenuity, convenience and novelty value apart, this system is almost certain to scoop a large share of the snapshot market for sound economic reasons. The disc is eminently suitable for highly-automated processing and printing techniques (each disc is identified with its own magnetic barcode), and the major film processing laboratories are already investing heavily in new plant to cope with the system. As with the 126, it is highly likely that other film and camera manufacturers will come along with their own versions; but, also like the 126, the advantages of the system for the casual snapshotter are likely to be regarded as disadvantages by the amateur with any pretension to creativity: for "decision free", one could just as well read anti-imaginative.

Even so, few would deny that a system which virtually guarantees perfectly acceptable - and often extremely good - photographs of all but the hardest subjects will be a boon to inexperienced, and especially young, photographers.

Some commentators regard Kodak's disc film as a stop-gap system, the final fling of film-based photography before the onslaught of video. The first video stills camera to be widely demonstrated is Sony's Mavica (Magnetic Video Camera), but other companies, both photographic (including Kodak) known to be working on stills systems. Since its first exhibition in Tokyo last year, and the more recent demonstration of the complete Mavica system with the "Mavigraphy" printer in London in March 1982, an almost unprecedented wave of speculation and counterblast has overtaken the camera community.

The Mavica looks like a rather large 35mm single lens reflex camera. The appearance, however, disguises what is basically a combined video camera and recorder, with a simple, re-usable magnetic disc capable of storing 50 still colour pictures taking the place of a tape cassette. The image resolved by the lens (which is interchangeable, with zoom, telephoto and wide-angle options to be available) is converted into a video signal by a solid-state microelectronic "charge-coupled device" (CCD) which corresponds to the colour tubes of a conventional TV camera.



The Kodachrome HR disc after processing. With a computer bar code on the inner ring for automated processing machines.

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'Don't say ugh!'

Victoria Neumark visits Mallydams Wood

"When you come here you think what an untidy place, and you never guess together," said Stuart, a junior school pupil from Lewes. His friend Tim nodded. "I never guessed that animals like it all untidy." We walked on through last year's leaf mould. It was a cold spring day at the RSPCA's Mallydams Wood and Field Centre, near Hastings. Jane came up behind us. "It's a messy old place, isn't it," she said. "Needs tidying up."

A little further on, an excited group, half-horrified, were clustered round John Goodman, the Warden, who had speared a fox dropping on a stick. "Ugh, disgusting, put it down, what are you doing?" came cries. One small boy knew better. "It's a fox, dog fox dropping, like the one comes round my dad's chickens." "Well, I don't know if it's a dog fox, but we can tell it's a fox," said John, "and if we look at it carefully," here he scraped at it with another twig to more cries of "put it down, ugh, horrible." "We can see that the fox, who is supposed to eat only chickens, eats a lot of vegetable matter and also some insects - there do you see the cases which he can't digest?"

It seemed as if this was too much for the 20 or so in our party from the juniors of Lewes Old Grammar School to digest. "Science" was too dirty all together. But a little further on Stuart turned to Tim. "I like open

air science, do you?" "Yeah, it's better than stay-in science," said Tim and discovering that water weed is not firm footing, walked straight into a pond.

For the last twenty years John Goodman has been the Warden at Mallydams. Originally part of a great estate which was broken up in the thirties, the wood had been plundered for timber and given over to scrub birch and the ubiquitous rhododendron, planted as cover for game, had run riot. Since donation of the land to the RSPCA, attention has been given to turning the wood into as many different habitats as possible, with woodland glades where the indigenous field layer plants are coming back, informal plantings of various species of other trees, and the development of a heather heath area.

Wild orchids, masses of bluebells, wild anemones and honeysuckle at different times carpet the forest, and wild cherry, sweet chestnut and holly attract different birds to their fruits, as well as the unfortunately ubiquitous grey squirrel. A few badgers, numerous rabbits and a huge variety of birds make their home there. Marsh tits, spotted flycatchers, tawny and barn owls have all used the depositions of maniac nest robbers who blow the eggs, the kestrel and the sparrowhawk have been seen scouting the area. A stream-fed lake and two ponds, one naturally acid and one artificially alkaline and the nearby attractions of the beach at Fulright Cove with its "submerged forest" of brine-pickled tree trunks add to the habitats available for study.

The three staff at the Field Centre have qualifications and enthusiasm enough to take on any age group from infants to postgraduate. Their resources range from the obvious quadrants, nets and tripod magnifiers to a film projector and an identification library. The main classroom is light and airy and introductory talks are given there with the help of

slides and overhead projector. The project work - leaf rubbings, sketches, writing - is undertaken there.

Miss Delves, accompanying the Lewes children, agrees. "They love it, they come every year, they're thrilled to bits. They belong to the RSPCA Young Defenders Club."

As John Goodman took our group of junior school children through the wood he emphasized over and over again the interweaving of the life of nature. The crumpling wood was "a block of flint" for woodpeckers whose drilled holes riddled a stump. Discarded chestnut bark a tree stump showed where a woodpecker had sat to eat with an eye on a cherry. Evidence of a possum, a nutchuck. Stone with a hole bored in them were the workings of a wood mouse - the prey of owls in the turn.

The children got engrossed in their own suggestions. "Why don't we put that little sycamore in a sack and see the development?" A squirrel eaten this nut? "Is he humbebebe looking for a place to make his nest?"

In every corner interest, not surprising that at the end of our hour and half no one could guess how far we came. Five miles? Three miles? No miles? The one person to know had been before. It was three quarters of a mile, and a rich crowded morning.

Mallydams Wood Field Centre at Nature Reserve, Peter James Ltd, Fulright, near Hastings, East Sussex, Tel: (0424) 248.

Bookings and more information from: Director of Studies, Mrs C. Hunt MA, 5 Alveston Court, Hill Road, Hove, East Sussex. Tel: 01323 721710.

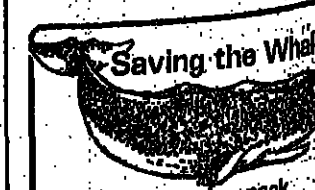
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REDBRIDGE

TRINITY HIGH SCHOOL, HIGH WOODFORD ROAD, WOODFORD

Head: P. C. Doherty, B.A., D.Phil. Tel: 01-504 9756

Required from September 1983. A teacher of Art, with a minimum of 11 years' experience, to teach in a comprehensive school of about 100 pupils. An interest in the visual arts, a commitment to the school, and a willingness to accept a transferable post. Salary scale 1-12. Applications to the Headmaster, 100, High Street, Maidstone, Kent, ME1 1JL. (43019) 131222

LEICESTERSHIRE
THE BOROUGH OF
LEICESTER

In the Leicester City plan for the re-organization of secondary education. Upper 12. Design - Scale 1

Required for August 1983. An Art teacher to work in the Leicester City plan for the re-organization of secondary education. Upper 12. Design - Scale 1. Applications to the Headmaster, 100, High Street, Maidstone, Kent, ME1 1JL. (43019) 131222

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LEICESTERSHIRE
THE BOROUGH OF
LEICESTER

Scale 2 Posts and above

RICHMOND UPON THAMES

LONDON BOROUGH OF
RICHMOND UPON THAMES

WADSWORTH SCHOOL, FOR ORLEANS ROAD, TWICKENHAM, MIDDLESEX

Head: P. C. Doherty, B.A., D.Phil. Tel: 01-504 9756

Required from September 1983. A teacher of Art, with a minimum of 11 years' experience, to teach in a comprehensive school of about 100 pupils. An interest in the visual arts, a commitment to the school, and a willingness to accept a transferable post. Salary scale 1-12. Applications to the Headmaster, 100, High Street, Maidstone, Kent, ME1 1JL. (43019) 131222

REDBRIDGE
LONDON BOROUGH OF
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TRINITY HIGH SCHOOL, HIGH WOODFORD ROAD, WOODFORD

Head: P. C. Doherty, B.A., D.Phil. Tel: 01-504 9756

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WEST SUSSEX
IFIELD SCHOOL
 Head: Margaret Road, Ifield, Crawley.
 Opened September, an enthusiastic Teacher to whose work are attached a considerable range in the 1-18 mixed comprehensive school. An interest in computing would be an addition to the list of subjects.
 Details and applications to: Headmaster, Ifield School, (Crawley) S44 7JL (48965) 13345

WILTSHIRE
COUNTY COUNCIL
WARMISTON KINODOWN
 (Comprehensive, Mixed 11:15)

a teacher of Mathematics
and English in the
ment to cover Maternal
Please reply by letter to the
the following full details of
tails of qualifications, train
and experience, and give ad
addresses and telephone nu
bers of two referees. 13545

WILTSHIRE
THE HEADLANDS SCHOOL
Cricklade Rd, Swindon SN2
(200) Comprehensive 14 - 18 year
Headmaster R.W. Crow,
N.A.S.

Required September
TEACHER OF MATHEMATICS
to work in a large
comprehensive school. Large
experience with computers, de
veloped in a progressive
and experienced teacher, a
strong sense of humour.
Letter of application,
clearly stating salary
of two referees, to the Head
master, an appointment
may be obtained on the
scheme, 15th 18th 19th years
(day) or 15th 18th 19th years
night. 13543/3

WIRRAL
CITY OF WIRRAL
BOROUGH OF WIRRAL
WIRRAL METROPOLITAN

5 Woodland Road, Rock Ferry, Birkenhead, Merseyside

REQUIRED FOR 1983
SCHOOL OF MATHEMATICS, SCALC TO teach throughout the whole ability range. An interest in Computers would be an advantage.

Further details and application forms are available from the Headmaster at the school to whom the completed forms should be sent.

Closing date: 14th Jan. 1983. (45536) 15545

Modern Languages

Heads of Department

BEARSHIRE
ROYAL ACADEMY OF
BERKSHIRE
MAIDEN ERLUGH
SCHOOL

Off Silverdale Road,
Earley, Reading RG6 2HR

Mixed Comprehensive -
roll 1,000

Head of Modern Languages
(Scale 4)

Required for September
1982 to teach a departing
teaching French and German
to C.S.E. O level.

Application by letter
The Headmaster, Maiden
Erlugh School, Earley,
Reading, Berks. Giv

names of your references
Nashville 1125 New 1536
(434148)

BEXLEY
LONDON BOROUGH
of S. E. ROSEPH
Chislehurst Road, Sidcup,
Kent, B15 9JH
Interested in men and
women for membership in
the organization of a
group of students to lead a
search throughout the
United Kingdom for the
reformation of a group
of well established German
and Spanish. An ability to
speak English and other
languages would be an ad-
vantage.
W.A. 5498. Assistant
Teacher and Disturbance
Agent.
Further details and applica-
tion forms available from
the Headmaster either
by letter or by phone
(740095) or 133

CUMBRIA
COUNTY COUNCIL

[illegible]

THE UNIVERSITY OF CHICAGO

Completed application forms and letters of application should be submitted direct to the Principals/Head Teachers. **Not later than 21st May 1982, unless otherwise stated.**

temporary absence on during the absence on maternity leave of an appointing member of staff. The appointing member of staff is at scale one.

Further details and application available from the Headmaster (SAG plans). (48778) 135428

comers is being suitable and the ability to take a of this area of the school teaching would be an advantage.

Applications by letter to the headmaster with curriculum vitae and names of referees by Friday 31st 1984. (48616) 135429

Required September 1989
 tests of Mathematics and
 Technical Drawing.

Application form and
 further details available
 from the SAE (SAE
 48943) 1989

Students must be active technical
 language teachers. A minimum
 of two references to H
 Chairman, Discip 1989
 please. (48943) 1989

SECONDARY MATHS
continued

HAMPSHIRE
BELLEMOOR SCHOOL
Belmont Road, Bournemouth, Dorset, BH1 1SU
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

HERTFORDSHIRE
COUNTY COUNCIL
WATFORD HATFIELD GIRLS' SCHOOL
Watford Road, Hatfield, Herts. AL10 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

HUMBERSIDE
EDUCATION COMMITTEE
SOUTH BRIDFORD SCHOOL
South Brimley Road, South Brimley, Lincolnshire, LN1 3JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

KENT
COUNTY COUNCIL
GRAVESEND DIVISION
GRAVESEND SCHOOL
GraveSEND, Kent, ME14 3JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

SOUTH GLAMORGAN
COUNTY COUNCIL
COEDVALE SCHOOL
Coedvale, Glamorgan, CF15 9JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

Scale 2 Posts and above

AVON
VALLEY COMPREHENSIVE
Mansfield Road, Nott. DN22 7JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

CUMBRIA
COUNTY COUNCIL
CARTWRIGHT SCHOOL
Cartwright, Cumbria, LA1 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

CAMBRIDGESHIRE
NORTHERN AREA
NORTHERN AREA SCHOOL
Nott. DN22 7JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

DERBYSHIRE
SINFIN COMMUNITY
SINFIN COMMUNITY SCHOOL
Sinfyn, Derby, DE1 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

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SINFIN COMMUNITY SCHOOL
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Head Teacher: Mr. D. May
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DURHAM
COUNTY COUNCIL
COEDVALE SCHOOL
Coedvale, Durham, DH1 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

EAST SUSSEX
COUNTY COUNCIL
COEDVALE SCHOOL
Coedvale, East Sussex, TN1 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

Scale 2 Posts and above

EAST SUSSEX
COUNTY COUNCIL
COEDVALE SCHOOL
Coedvale, East Sussex, TN1 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

EAST SUSSEX
COUNTY COUNCIL
COEDVALE SCHOOL
Coedvale, East Sussex, TN1 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Autumn Term, 1982. Applications forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope. Closing date: 21st May, 1982, unless otherwise indicated.

Secondary

Scale 3 - Head of Home Economics
Ordsall Hall School, Ordsall Road, Retford, Notts. DN22 7PL
Headmaster: M. P. James, B.A. Mixed: 800 (11-18)
For September (or earlier if possible) experienced teacher as Head of Home Economics. The successful candidate will be responsible for the teaching of Food Studies, Home Management, Textiles and Fashion and Child Development within the Faculty of Design. The Faculty has extensive facilities and excellent opportunities exist for team teaching and the development of integrated courses. 'A' level work established.

Scale 2 - Mathematics
Big Wood Comprehensive School, Bewcastle Road, Top Valley Nottingham NG5 9PJ
Headmaster: A. J. Clarke, B.A. Mixed: 750 (11-16)
For September (or earlier if possible) experienced teacher as Head of Mathematics. The successful candidate will be responsible for the teaching of Mathematics throughout the school and to be responsible for work in the lower school. Further details are available by telephoning the Headmaster on Nottingham 203871. Please apply by letter to the Headmaster at the school immediately. Closing date: 14th May, 1982.

Scale 2 - Mathematics and Computer Studies
Forest Fields Sixth Form College, Carlton Road, Nottingham NG3 2NR
Principal: K. G. Buxton Mixed: 455 (16-19)
For September, graduate teacher of Mathematics and Computer Studies to teach up to 'A' level. Successful applicant should preferably be experienced and have an interest in general Computer Assisted Learning.

Scale 2 - Support Unit
Player Comprehensive School, Denewood Crescent, Blithborough, Nottingham NG8 3DH
Headmaster: F. Sharpe, N.D.A., B.A., M.Ed. Mixed: 800 (11-18)
For September, teacher sympathetic to the needs of adolescents with social and emotional problems, required to work within an integral support unit of 3 teachers who have normal class contact within the school and a brief as 'General Curriculum Consultants'. Particular subject specialisms are less important than a sound personality and educational philosophy. S.P.A. payable. Closing Date: 14th May, 1982

Scale 2 - Head of Technology
Ordsall Hall School, Ordsall Road, Retford, Notts. DN22 7PL
Headmaster: M. P. James, B.A. Mixed: 800 (11-18)
For September, teacher as Head of Technology. The successful candidate will be required to continue the development of Technology courses in Years 1-3 and Control Technology already established in Year 4.

Scale 1 - Boys' Physical Education and Games
The Bruns School, Woodhouse Road, Mansfield, Notts. NG18 2AA
Headmaster: M. A. Carter, M.A. Mixed: 750 (13-18)
For September, teacher of Boys' Physical Education and Games. Successful candidate should also be able to offer Physical to 'O' level and General Science to C.S.E.

Scale 1 - Remedial
National C.E. (Aided) Comprehensive School, Annesley Road, Hucknall, Nottingham NG15 7DB
Headmaster: N. E. C. Budden, B.A. Mixed: 800 (11-18)
For September, Remedial teacher to teach less able pupils throughout the school. Please apply by letter (enclosing a.s.e.) giving full curriculum vitae and the names of two referees, to the Headmaster at the school.

Scale 1 - Chemistry
Gedling School, Wollaton Avenue, Gedling, Nottingham, NG4 4HX
Headmaster: R. Brader, B.A. Mixed: 1050 (11-18)
For September, teacher of Chemistry able to teach to 'A' level standard and to offer some Combined Sciences in the Lower School.

Scale 1 - Chemistry/Physical Sciences
National C.E. (Aided) Comprehensive School, Annesley Road, Hucknall, Nottingham NG15 7DB
Headmaster: N. E. C. Budden, B.A. Mixed: 800 (11-18)
For September, graduate teacher of Chemistry and Physical Sciences. Successful candidate should also be able to offer Physical to 'O' level and General Science to C.S.E.

Scale 1 - Various Posts (Design, French/English, and Science)
Big Wood Comprehensive School, Bewcastle Road, Top Valley, Nottingham NG5 9PJ
Headmaster: A. J. Clarke, B.A. Mixed: 750 (11-18)
1. Teacher of Design, specialising in Fabrics and Graphic Design to work as part of an integrated Design team.
2. For September, well qualified teacher of French/English.
3. Further details are available by telephoning the Headmaster on Nottingham 203871. Please apply by letter, to the Headmaster at the school, immediately. Closing date: 14th May, 1982.

Scale 1 - Chemistry/General Science
The Bruns School, Woodhouse Road, Mansfield, Notts. NG18 2AA
Headmaster: M. A. Carter, M.A. Mixed: 750 (13-18)
For September, teacher of Chemistry to 'O' and 'A' level with General Science to C.S.E. standard.

For further details and applications forms, please contact the Head Teacher of the school concerned on receipt of a stamped addressed envelope. Closing date: 21st May, 1982, unless otherwise indicated.

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7OP

SECONDARY MATHS
Scale 2

GLoucestershire
WOLVERHAMPTON
EDUCATION COMMITTEE
HALL GREEN SCHOOL
Hall Green, Wlv. B68 7JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

HAMPSHIRE
PORTSMOUTH
PORTSMOUTH SCHOOL
Portsmouth, Hants. PO1 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

HUMBERSIDE
EDUCATION COMMITTEE
SOUTH BRIDFORD SCHOOL
South Brimley Road, South Brimley, Lincolnshire, LN1 3JH
Head Teacher: Mr. D. May
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KENT
COUNTY COUNCIL
GRAVESEND DIVISION
GRAVESEND SCHOOL
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SOUTH GLAMORGAN
COUNTY COUNCIL
COEDVALE SCHOOL
Coedvale, Glamorgan, CF15 9JH
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Scale 2 Posts and above

AVON
VALLEY COMPREHENSIVE
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CUMBRIA
COUNTY COUNCIL
CARTWRIGHT SCHOOL
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Scale 2 Posts and above

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SECONDARY MATHS
Scale 2

GLoucestershire
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EDUCATION COMMITTEE
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SOUTH GLAMORGAN
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Scale 2 Posts and above

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Scale 2 Posts and above

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SECONDARY MATHS
Scale 2

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COUNTY COUNCIL
CARTWRIGHT SCHOOL
Cartwright, Cumbria, LA1 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

Scale 2 Posts and above

Scale 2 Posts and above

SECONDARY MATHS
Scale 2

GLoucestershire
WOLVERHAMPTON
EDUCATION COMMITTEE
HALL GREEN SCHOOL
Hall Green, Wlv. B68 7JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

HAMPSHIRE
PORTSMOUTH
PORTSMOUTH SCHOOL
Portsmouth, Hants. PO1 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

HUMBERSIDE
EDUCATION COMMITTEE
SOUTH BRIDFORD SCHOOL
South Brimley Road, South Brimley, Lincolnshire, LN1 3JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

KENT
COUNTY COUNCIL
GRAVESEND DIVISION
GRAVESEND SCHOOL
GraveSEND, Kent, ME14 3JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

SOUTH GLAMORGAN
COUNTY COUNCIL
COEDVALE SCHOOL
Coedvale, Glamorgan, CF15 9JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

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COUNTY COUNCIL
COEDVALE SCHOOL
Coedvale, Glamorgan, CF15 9JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

Scale 2 Posts and above

AVON
VALLEY COMPREHENSIVE
Mansfield Road, Nott. DN22 7JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

CUMBRIA
COUNTY COUNCIL
CARTWRIGHT SCHOOL
Cartwright, Cumbria, LA1 1JH
Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German. Further details available by letter to the Head Teacher, 14th May 1982. (439318)

Scale 2 Posts and above

Scale 2 Posts and above

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EDUCATION COMMITTEE
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Scale 2 Posts and above

Scale 2 Posts and above

Sheffield Education Department
Park House School, Bawtry Road, Sheffield, S6 1WD

SUPPORT TEACHER FOR CURRICULUM AND LANGUAGE DEVELOPMENT IN MULTI-CULTURAL EDUCATION

Required for September 1982, a scale 1 + SPS teacher for curriculum and resource development in all subject areas. The post is designed to support the classroom teacher in the development, location and/or the design and production of learning materials which meet the needs of pupils of all abilities and the ethnic majority and minority groups, and which support both multi-cultural education and language development. Classroom experience is desirable; energy, initiative and enthusiasm are essential.

For further details and applications forms, please contact the Head Teacher for further details. Closing date: Monday 17th May 1982.

The policy of the Sheffield City Council to provide equal opportunities and consideration will be given given to all suitably experienced and qualified applicants regardless of race, sex or race.

BUCKINGHAMSHIRE
COUNTY COUNCIL
SOUTH BRIDFORD SCHOOL
South Brimley Road, South Brimley, Lincolnshire, LN1 3JH
Head Teacher: Mr. D. May
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Head Teacher: Mr. D. May
Required for September 1982, a teacher of French and German

OLIPHANT

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Closing date for applications 24th MAY 1951

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YOUTH AND COMMUNITY

HAMPSHIRE

LYMINGTON COMMUNITY ASSOCIATION
Community Centre, New Street, Lymington
Salary: £11,400 p.a. (11-15) subject to 10% increase in 1982 or 1983. Closing date 24th May 1982. Further details from The Hon. Secretary, 4333 440000

HAMPSHIRE

PERINS COMMUNITY SCHOOL
New Alresford Education Centre (Lecturer 11)
Send letter of application, C.V. and names and addresses of two referees to Headmaster, Perins Community School, New Alresford, Hampshire, RG24 0JL. Tel: 440000

HERTFORDSHIRE

COUNTY COUNCIL

EAST HERTS COLLEGE
Field Officer
Salary: £11,400 p.a. (11-15) subject to 10% increase in 1982 or 1983. Closing date 24th May 1982. Further details from The Hon. Secretary, 4333 440000

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Youth Workers in Ipswich

Experienced people are required for the following new posts in the Youth Service:

YOUTH TUTOR

For work at Nacton Heath High School and Youth Club. Duties to be shared between school, school-based club and neighbourhood youth activity. Development of services for young people in this community is a priority in the youth service programme to fill a gap in provision. Salary: Qualified teachers, Scale 3 Burnham Primary and Secondary or qualified youth workers Range 3 JNC Points 1-5: £6,741-£7,578.

YOUTH WORKER

For development of youth services with black young people in Ipswich. This will supplement the work being carried out by existing youth workers in the town. It will involve close co-operation with the Ipswich Caribbean Association and other agencies working with West Indian and Asian communities. Experience in multi-cultural work essential for this post. Salary: Range 3, JNC Points 1-5: £6,741-£7,578. Further details from County Youth Officer, Education Department, Grimwade Street, Ipswich IP4 1LJ. Tel: 55801, Ext. 4382.

Suffolk County Council

City of Salford

Education Department

YOUTH WORKER - Full Time

North Salford Youth Centre
J.N.C. Range 3 points 3 to 7
£7,165 - £7,998 p.a.
Post Ref: 2633/TES

Candidates should be qualified according to the conditions laid down by the Joint Negotiating Committee for Youth Workers and Community Centre Workers and should have good practical experience of working with young people in an informal setting.

Duties will include the day to day control of activities and programming of the centre on a wide community basis and development of links with local schools, careers and other services.

Further particulars are available with the application form. Application forms may be obtained from the Personnel Manager, Salford Civic Centre, Swinton, Manchester, M27 2BN, Tel. No. 061-783 3158. Closing date for applications: 21st May 1982.

Sir John Case's Foundation and Red Coat Church of England Secondary School

Stepney Way, London E1 0RH
Head Mistress: Miss Jean M. Hayes, BA
Co-educational comprehensive school of approximately 950 pupils

Applications are invited from people with substantial and varied experience at senior level of work involving young people for the full-time post of

SCHOOL/COMMUNITY LIAISON OFFICER

The Officer would be school-based, and would work in a supportive capacity to the pastoral team of the school. Responsibilities would include the fostering and encouraging of links between the school and the community within the school. The post demands initiative and a willingness to work flexible hours, including some work in the evening and during school holidays.

Salary negotiable but in excess of £6,000 p.a.; 26 days' annual holiday. Further information may be obtained from the Head Mistress at the School (Tel: 01-740 6712).

EALING

LONDON BOROUGH OF

EALING BOROUGH COUNCIL
Social Work Officer
Salary: £11,400 p.a. (11-15) subject to 10% increase in 1982 or 1983. Closing date 24th May 1982. Further details from The Hon. Secretary, 4333 440000

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OXFORDSHIRE

COUNTY COUNCIL

OXFORDSHIRE COUNTY COUNCIL
North and West Oxford
Salary: £11,400 p.a. (11-15) subject to 10% increase in 1982 or 1983. Closing date 24th May 1982. Further details from The Hon. Secretary, 4333 440000

ISLE OF WIGHT

COUNTY COUNCIL

ISLE OF WIGHT COUNTY COUNCIL
Education Department
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SOMERSET

EDUCATION AND CULTURAL SERVICES

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Community Service
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LONDON

INNER LONDON EDUCATION

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NOTTINGHAMSHIRE

COUNTY COUNCIL

NOTTINGHAMSHIRE COUNTY COUNCIL
Director of Leisure
Salary: £11,400 p.a. (11-15) subject to 10% increase in 1982 or 1983. Closing date 24th May 1982. Further details from The Hon. Secretary, 4333 440000

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BAHAMAS

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BRAZIL

OPPORTUNITIES IN SAO PAULO

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Salary: £11,400 p.a. (11-15) subject to 10% increase in 1982 or 1983. Closing date 24th May 1982. Further details from The Hon. Secretary, 4333 440000

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LONDON

INNER LONDON EDUCATION

OFFICERS

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

ASSISTANT EDUCATION OFFICER

Schools Division
P.O.2 (I) £12,690-£13,884

Applications are invited for the above post. This post is at fourth tier in the Education Department and, under a Senior Assistant Education Officer, the holder will be responsible, initially, for matters in connection with Secondary education, including Middle Schools.

Applicants should be well qualified in their field and have had successful administrative and teaching experience.

Application forms and further details are available from the Director of Education, Great George Street, Leeds LS1 3AE. Telephone Leeds 462954. Please enclose a stamped addressed envelope with your application, to be returned by 21st May, 1982.

Principal Administrative Assistant (Research and Development) £9,474-£10,476

Reporting directly to the Assistant Education Officer (Research and Development) you will be responsible for a range of research and other activities including capital building programmes, and monitoring and forecasting of population trends.

You should be a graduate or professionally qualified, able to demonstrate analytical ability and produce clear and concise written reports on research/statistical/local government is desirable; experience in the education service would be an advantage.

Application forms and further details from the Director of Education (G.1), Town Hall, Crayford, Kent DA1 4EN (01-303 7777, ext. 642/643). Closing date 24.5.82.

Bexley London Borough

General Adviser/Inspector

Carlisle
£12,540 to £13,650
(Burnham Head Teacher Group 8)

Cumbria County Council invites applications from men and women for this vacancy working mainly in the North East Division of Cumbria.

Duties will include general support and advice on curriculum, organisation and assessment of performance and monitoring of standards in schools.

Applicants should be honours graduates with further qualifications and substantial experience in senior positions in secondary schools. Candidates able to offer specialist advice in the fields of mathematics or science or micro-electronics will be particularly welcome.

Further details and application form, returnable by 25 May, from Director of Education, 8 Portland Square, Carlisle.

Cumbria
Education Department

DURHAM COUNTY COUNCIL

SENIOR ORGANISER OF SCHOOL MEALS

Annual Salary £8,190 rising by annual increments to £9,261

The successful applicant will assist the County Catering Adviser to carry out the policy of the Education Committee with regard to catering in educational establishments, be responsible for implementing training schemes throughout the Authority and possess a degree, H.N.D. in Catering, H.C.I.M.A. Final examination or equivalent qualifications. Experience in school meals is essential. Car allowance payable.

A Union Membership Agreement is in operation and applies to this post.

Conditions of appointment and application form, returnable by 31st May, 1982, are obtainable from the Director of Education, School Meals Section, P.O. Box, County Hall, Durham DH1 5UJ, on receipt of a stamped, addressed envelope.

OVERSEAS

(continued)

ITALY

Experienced English language teacher wanted for school in Ministry of Education. The holder will be responsible for the teaching of English to Italian students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Via Vittoria Veneto, 20052 Italy Monza, 20052.

MALAWI

THE DESIGNATED SCHOOLS: 12 primary schools in Lilongwe. The holder will be responsible for the teaching of English to Malawian students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Lilongwe, Malawi.

MALORCA

Fully qualified English teacher wanted for school in Mallorca. The holder will be responsible for the teaching of English to Spanish students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Mallorca, Spain.

SWEDEN

TEACHERS WANTED: 12 primary schools in Sweden. The holder will be responsible for the teaching of English to Swedish students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Sweden.

SWITZERLAND

TEACHERS WANTED: 12 primary schools in Switzerland. The holder will be responsible for the teaching of English to Swiss students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Switzerland.

USA

TEACHERS WANTED: 12 primary schools in the USA. The holder will be responsible for the teaching of English to American students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, USA.

UK

TEACHERS WANTED: 12 primary schools in the UK. The holder will be responsible for the teaching of English to British students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, UK.

USA

TEACHERS WANTED: 12 primary schools in the USA. The holder will be responsible for the teaching of English to American students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, USA.

UK

TEACHERS WANTED: 12 primary schools in the UK. The holder will be responsible for the teaching of English to British students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, UK.

USA

TEACHERS WANTED: 12 primary schools in the USA. The holder will be responsible for the teaching of English to American students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, USA.

UK

TEACHERS WANTED: 12 primary schools in the UK. The holder will be responsible for the teaching of English to British students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, UK.

USA

TEACHERS WANTED: 12 primary schools in the USA. The holder will be responsible for the teaching of English to American students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, USA.

UK

TEACHERS WANTED: 12 primary schools in the UK. The holder will be responsible for the teaching of English to British students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, UK.

USA

TEACHERS WANTED: 12 primary schools in the USA. The holder will be responsible for the teaching of English to American students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, USA.

VENICE

Letters of application are invited for the post of English teacher in a school in Venice. The holder will be responsible for the teaching of English to Italian students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Venice, Italy.

THE FRANKFURT SCHOOL

The following teaching posts are available in the Frankfurt School. The holder will be responsible for the teaching of English to German students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Frankfurt, Germany.

INITIAL CONTRACT

Initial contract will be for 1-4 years with possibility of extension. The holder will be responsible for the teaching of English to German students. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Frankfurt, Germany.

ADMINISTRATION

Local Education Authority. The holder will be responsible for the administration of the Local Education Authority. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, London, UK.

ASHFORD

BOROUGH COUNCIL. The holder will be responsible for the administration of the Ashford Borough Council. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Ashford, UK.

RECREATION & DEPARTMENT

The holder will be responsible for the recreation and department of the Ashford Borough Council. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Ashford, UK.

TECHNICAL EDUCATION

The holder will be responsible for the technical education of the Ashford Borough Council. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, Ashford, UK.

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WOLVERHAMPTON BOROUGH COUNCIL

Education Department

INSPECTOR/ADVISER FOR INFANT AND NURSERY EDUCATION

Salary: £12,540-£13,650

Applications are invited from suitably qualified persons for the post of Inspector/Adviser for Infant and Nursery Education. Experience of advisory work would be an advantage but not an essential requirement.

The person appointed will also undertake the supervision of Nursery/Welfare Assistants in Nursery and Primary Schools and, in common with all other inspectors, have a general pastoral responsibility for a group of schools in addition to his/her specialist duties.

Application forms and further particulars are available from the Director of Education, Department T, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom completed forms should be returned by 24 May 1982.

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.

Research Officer c. £9,500 (Burnham scale LII, under review)

Applications are invited from candidates with experience of further education teaching and preferably research, for a major research project funded by the DES on 'evaluation of practical work in college technician courses'.

Responsibilities will include the development and implementation of the research methods used and the co-ordination and evaluation of research being carried out by part-time interviewers. A significant amount of time will be spent travelling throughout the UK.

The post, possibly on secondment, is for 2 years, starting as soon as possible. Interested parties may discuss this position by phoning Mr W. Bolton, on 01-385 3288.

Please write with a full cv to: Anne Lorblood, Personnel Officer, Technician Education Council, Central House, Upper Woburn Place, London, WC1H 0HH. Closing date 17 May 1982.

Technical Education Council

The holder will be responsible for the technical education of the Technician Education Council. The post is for a full-time position. Salary is £12,000 per annum. Applications should be sent to the Ministry of Education, London, UK.

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London Borough of Redbridge

ASSISTANT DIRECTOR

£12,540-£13,650

This is a key second-tier post carrying full responsibility for the Special Services Branch including Special Schools and a varied range of support services. Candidates should be graduates and have had successful experience in teaching and at a senior level in an Education Department.

Application forms and further particulars may be obtained from the Director of Educational Services, Education Department, Lynton House, 255/256, High Road, Horn, Essex IG1 1NN (Telephone number 01-474 3030 Extension 19) and should be returned not later than 21st May.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH ENGLAND AND WALES

DIRECTOR

The Board of Management invites applications for the post of DIRECTOR which will be vacant on the retirement of the present Director, Mr Alfred Yates.

The Salary Scale will be within the range for full-time professional appointments with an addition related to qualifications and experience.

Further information may be obtained from the Secretary, National Foundation for Educational Research, The Mere, Upton Park, SLOUGH SL1 2DQ, Berks.

Applications should be marked 'DIRECTOR-NFER' on the envelope and addressed to: The Chairman of the Foundation: A. W. S. Hutchings Esq, CBE, MA, FEIS, FCP, c/o the address above, to reach him by 30th June, 1982.

GATESHEAD METROPOLITAN BOROUGH COUNCIL

DEPARTMENT OF EDUCATION

ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)

PO2(F) £12,690-£13,884

Applications are invited for this Third Tier post in the Education Department. The person appointed will be responsible for the general control and supervision of the Schools Division. The successful candidate will have a broad experience of Local Government Administration, preferably gained in an Education Department.

Application forms and further particulars are available from: The Director of Personnel and Management Services, 7th Floor, Aldon House, Tynegate Precinct, Sunderland Road, Gateshead, Tyne & Wear NE8 3EL. Returnable by 21st May, 1982.

PRIMARY EDUCATION ADVISER

Salary scale: £12,540-£13,650

The Authority has a vacancy for an Adviser for Primary Education with a special interest in Infant Education.

Applicants should be qualified Career Officers with wide experience in the careers service, and preferably an occupational psychology background, together with a knowledge of computer development.

Application forms and further details from: Robert Aitken, Director of Education, New Council Offices, Earl Street, Coventry, Tel. Coventry 25555 Ext. 2202, returnable by 17th May 1982.

Coventry

ADMINISTRATION

(continued)

HARROW

PROFESSIONAL ASSISTANT

£10,000-£11,000 inclusive of London Allowance

A Professional Assistant (male or female) is required in the Harrow Education Department. The holder will be responsible for the administration of the Harrow Education Department. The post is for a full-time position. Salary is £10,000-£11,000 inclusive of London Allowance. Applications should be sent to the Ministry of Education, Harrow, UK.

HILLINGDON

PROFESSIONAL ASSISTANT

£10,000-£11,000 inclusive of London Allowance

A Professional Assistant (male or female) is required in the Hillingdon Education Department. The holder will be responsible for the administration of the Hillingdon Education Department. The post is for a full-time position. Salary is £10,000-£11,000 inclusive of London Allowance. Applications should be sent to the Ministry of Education, Hillingdon, UK.

LANCASHIRE

PROFESSIONAL ASSISTANT

£10,000-£11,000 inclusive of London Allowance

A Professional Assistant (male or female) is required in the Lancashire Education Department. The holder will be responsible for the administration of the Lancashire Education Department. The post is for a full-time position. Salary is £10,000-£11,000 inclusive of London Allowance. Applications should be sent to the Ministry of Education, Lancashire, UK.

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NORFOLK

CAREERS OFFICERS

Salary: £12,540-£13,650

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CAREERS OFFICERS

